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ABSTRACT

A comprehensive survey was conducted seeking the opinions of 40,000 secondary school teachers on the impact of school reform proposals. Over 13,500 teachers returned questionnaires, for a response rate of 33.9%. In this report an evaluation is presented of the school renewal movement drawn from the perspective of the teacher. The survey included questions on: (1) school goals; (2) student achievement and academic requirements; (3) flexible programs and scheduling; (4) school climate and resources; (5) student testing; (6) school autonomy; (7) teacher salaries; (8) inservice education; (9) teacher participation in administrative decisions; (10) working conditions of teachers; and (11) community and parental support. Summaries of responses nation-wide are displayed in graphs and state-by-state summaries are presented in 55 tables. (JD)

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REPORT CARD ON SCHOOL REFORM

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THE TEACHERS SPEAK

THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

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I

Report Card on School Reform

In September 1983, The Carnegie Foundation issued a report on secondary education in America.* At that time, we concluded that to prepare students for the transformed world they will inherit, a comprehensive school improvement program must be launched. "It is in the public schools that this nation has chosen to pursue enlightened ends for all its people," we said. "And this is where the battle for the future of America will be won or lost."

During the past five years, this nation has been engaged in the most sustained drive for school renewal in its history. Governors have placed education at the top of their agendas. Corporate leaders have, for the first time, argued vigorously on behalf of public schools. And federal involvement in the education debate has become increasingly intense.

But what has been the impact on schools and classrooms across the country? What improvements have occurred in the conditions for teachers and in the learning opportunities for students? Are the large hopes of the reform movement being adequately fulfilled?

Since 1983, Carnegie Foundation representatives have visited dozens of school districts, talked to hundreds of teachers, and attended scores of state, regional, and national meetings. As consultants, we have examined, firsthand, the education systems of several states.

Most recently, we surveyed more than 13,500 teachers to find out how they feel about school reform. After all, teachers have a unique vantage point from which to evaluate education. The relationship between the teacher and the student is the heart of education, and only when improvements reach the classroom will excellence be achieved.

The first and most revealing question we asked teachers was this: "If you were to give a grade to the reform movement, what would it be?" We were surprised to discover that the vast majority of teachers—nearly 70 percent—said the national push for school reform deserves a "C" or less. One teacher out of five gave the reform movement a "D" or "F".

A close examination of *all* data covering a wide range of issues—from school goals to the working conditions of teachers—reveals a mixed report card. In this report, we evaluate the school renewal movement within the framework of our 1983 study, drawing especially on the perspective of the teacher.*

SCHOOL GOALS

First, the goals of education. Five years ago, we said that, to be effective, a school must

*Ernest L. Boyer, *High School: A Report on Secondary Education in America* (New York: Harper & Row, 1983).

*Charts and tables portraying national and state-by-state summaries of the data are in Sections II and III.

have a clear and vital mission. Students, teachers, administrators, and parents should have a shared vision of what, together, they are trying to accomplish. This vision must be larger than a single class in a single day, go beyond keeping students in school and out of trouble, and be more significant than keeping track of students' courses. Further, academic expectations should be high, and the principal should be viewed as key educator and inspired leader.

The reform movement has, we found, had a positive impact on these priorities. School goals are being clarified, expectations for students are going up, and principals increasingly are fulfilling a leadership position. Specifically, our data show:

- *More than three-quarters of the teachers surveyed said goals at their school are more clearly defined today than they were five years ago.**
- *Almost three-fourths reported expectations for students have gotten better.*
- *More than half said the leadership role of their principal has improved.*

Clearly, the school reform movement has sparked a lively debate about objectives, and there is, it appears, a growing consensus about what the nation's schools should accomplish. School reform should continue to focus on the purposes of education.

Specifically, this nation must reaffirm equality of opportunity, unequivocally, and give it meaning in every classroom. We must proceed with the conviction that students, even those from the most difficult backgrounds, can academically and socially succeed. The goal should be quality for all.

STUDENT ACHIEVEMENT AND ACADEMIC REQUIREMENTS

In the 1983 Carnegie report on secondary education, we said that all students should be taught to think critically, listen with discernment, and communicate with power and precision. Every student must become proficient in the written and the spoken word. Those who do not are enormously disadvantaged, both in and out of school. The nation's schools should, we believe, give priority to language.

There has been enthusiastic response to the call for proficiency in language. The number of English and literature credits required for graduation has increased; writing-across-the-curriculum has become a widely endorsed idea; and "literacy" is now a national crusade. Further, teachers report that the language and computational achievement levels of their students have improved. Here's what our survey found:

- *About two-thirds of the teachers said student achievement has gone up in each of three subjects: math, reading, and writing.*
- *Only slightly more than 10 percent reported a decline in achievement in these basic subjects.*

Our report also called for a core of common learning—a program in literature, the arts, foreign language, history, civics, science, mathematics, technology, and health—to extend the basic knowledge of students and broaden their perspective. Students, we said, should be well

*Survey results for each question reflect the answers of those teachers who expressed an opinion.

informed, but they also should be able to bring together information from across the disciplines, organize their thoughts, and use knowledge wisely.

Again, progress has been made. Since 1983, graduation requirements have been tightened in forty-five states. And teachers overwhelmingly report that the academic core at their schools has been tightened:

- *More than four in five teachers reported an increase in the core courses required for graduation.*
- *About three-quarters said science and math requirements have increased.*
- *More than half said requirements in English have gone up.*

These are impressive gains, but rejoicing should be muted. Curriculum reform has been more quantitative than creative and there has been a disturbing tendency to focus on course labels, rather than on content. In most schools, the K-12 curriculum still lacks clarity and coherence. Courses in science, English, social studies, and mathematics have been added, but more credits have not necessarily meant more learning.

Further, there is still a tendency to focus only on isolated facts. In many classrooms, little effort is made to connect separate courses or to help students see relationships between academic work and day-to-day experiences. Raising course requirements, without providing support, is especially harmful to disadvantaged students. Indeed, despite the reforms of the past half-decade, high dropout rates persist in most inner-city schools.

Isn't it ironic that five years after the National Commission on Excellence in Education said, "The nation is at risk," we are still talking about what students do not know? Isn't it time for master teachers and research scholars to come together—in a kind of peacetime Manhattan Project on the school curriculum—to design, for optional state use, courses in language, history, science, and the like, and to propose ways to link school content to the realities of life?

COMMUNITY SERVICE

Beyond the classroom, we recommended, in 1983, that every high school student complete a "new Carnegie unit"—a service term involving volunteer work at school or in the community. This proposal sprang from the observation that many young people are socially adrift, that there is a feeling of isolation in too many schools, and that students see little connection between the classroom and the world beyond. The goal of the new service unit is to help students discover that they are not only autonomous individuals, but also members of the larger community to which they are accountable.

During the past five years, many schools have embraced the community-service idea. In a 1985 Carnegie Foundation survey of more than 1,100 public and private high schools, more than 70 percent reported a service program in which students worked on projects in their schools and communities. For example, all students in the Atlanta public schools are required to participate in a service project; Vermont has a statewide student-service program; and, recently, the State of Pennsylvania proposed a community-service requirement.

A service term helps build community and common purpose within the school. In the end, the goal is to teach values—to help students understand that to be fully human one must serve.

NEW PROGRAMS, NEW SCHEDULES

Five years ago, we urged greater flexibility in education. Teachers, we said, should be able to adjust quickly to new conditions, and school scheduling should fit a variety of purposes. Schools, we said, should introduce flexible programs and calendar arrangements to serve special groups of students.

This feature of the reform movement has had a good beginning. For example, the national Coalition for Essential Schools, a movement that gives top priority to flexibility in innovation, has been formed. And, in our own survey, teachers report encouraging trends, nationwide. Here are the findings:

- *Three teachers in five said special programs for disadvantaged students at their schools have improved; only 10 percent reported that such programs have gotten worse.*
- *Fifty-eight percent said programs for gifted students have improved.*
- *More than four teachers in ten reported improvements in pre-kindergarten programs.*
- *About a third said after-school enrichment programs at their school are better today than they were five years ago.*

We applaud these gains.

Still, the push for flexibility has just begun. As now constituted, the school calendar often does not mesh with student needs. Those who work part-time or must care for a baby, for example, frequently are tripped up by the rigid academic lockstep.

Further, many schools are too big and too impersonal, promoting a climate of anonymity among students. Today's young people often have few positive relationships with adults, and many students, especially those in urban schools, drop out because no one noticed that they had, in fact, enrolled.

In the next phase of reform, more attention should be given to school size and flexible scheduling arrangements. For example, large schools, especially those in inner cities, should be divided into clusters of no more than 450 students each so that all students can be well known to each other and to teachers. Students need mentors, in and out of school, older people who serve as role models for both educational and social growth. Greater flexibility in school scheduling is essential. The system should serve the student, not the other way around.

SCHOOL CLIMATE AND RESOURCES

A creative atmosphere for learning is crucial, too. Expectations must be high, standards clear, evaluation fair, and students should be held accountable for their work. Technology should be an effective tool for teaching, and, above all, schools need adequate fiscal resources to carry on their work.

In these areas, the reform movement is moving in the right direction. For instance, our survey found:

- *Fifty-eight percent of the teachers said their schools are doing a better job in tailoring instruction to student needs.*
- *About three-fourths said the use of technology for teaching has improved.*

- *About three teachers in five said textbooks and other instructional materials are better today than they were in 1983.*
- *Forty-two percent said the orderliness of classrooms has improved.*
- *On the downside, about 22 percent said their classrooms suffer from more distractions today than in 1983; 27 percent said there are fewer interruptions.*
- *Nearly four teachers in ten said they believe the fiscal resources available to their school have declined during the past five years.*

While some progress has been made in the climate for learning, there is disturbing evidence that, at many schools, the focus continues to be on memorization and recall. Textbooks still control curriculum in the nation's schools. Too little attention is paid to individual differences among students. Also, there is great passivity in the classroom where often the most frequent question asked is: "Do we have to know this for the test?"

If students are to excel, they must be engaged actively in learning. The mastery of subject matter is essential. But unless students are creative, independent thinkers, unless they acquire the tools and motivation to go on learning, prospects for excellence will be enormously diminished.

Especially troubling is the fact that, according to teachers, the fiscal health of schools has gone down; indeed, only about one-third said school resources have increased. We find it particularly unsettling that, with all the talk about reform, the shocking inequities in school finance from district to district have not been seriously addressed.

If excellence in education is to become a reality, this nation must examine the financing formulas for public schools and make available to principals and teachers—especially those in the most disadvantaged districts—the money required to educate effectively all students.

STUDENT TESTING

In *High School*, we called for a comprehensive program of student evaluation, one that would enrich, rather than trivialize, the goals of education. Tests, we said, should measure academic achievement as well as give guidance to students.

What has happened since 1983?

Progress in student assessment has, we believe, been marginal at best. During the past five years, parents and politicians have, quite properly, wanted to know if the nation's more than $150 billion annual investment in public education is paying off. In response, a plethora of testing measures has been introduced at the state and district levels, and there is even talk of a national examination. Indeed, this move to measure student progress nationwide has been one of the most remarkable outcomes of the school reform movement. Further, our teacher survey reveals a dramatic increase in testing in local schools. Here is what the data show:

- *Sixty-three percent of the teachers reported that at their school achievement testing has increased as a result of state or district regulations.*
- *Half the teachers said the use of tests for graduation or promotion has gone up.*

But there is something troubling—even paradoxical—about these findings. We are disturbed

that testing instruments are crude and often measure that which matters least. Accountability is essential, and some tests are useful. The Iowa Tests, for example, have provided, for many years, a base line of student achievement, and the National Assessment of Educational Progress holds promise.

Still, education cannot be reduced to numbers. Multiple-choice questions, for example, do not reveal the critical thinking or problem-solving capacities of students. Such tests do not measure aesthetic, altruistic, or social intelligence. If the reform movement is to succeed, educators must design better instruments of evaluation—ones that expand, rather than restrict the potentiality of students.

First, language, mathematics, and computational skills should be measured to verify that young children have mastered the basic tools of learning. Second, general education examinations are needed to measure, at the secondary level, knowledge in such areas as science, civics, literature, history, and geography. Third, all high school seniors should write a thesis on a consequential topic to determine their capacity to think critically and integrate ideas. Finally, students should keep a portfolio of academic progress and service projects to evaluate aesthetic sensitivity, creativity, and problem-solving abilities.

To develop a model assessment program, a national panel should be established—organized, perhaps, by the Education Commission of the States, the six regional accrediting associations, and the Council of Chief State School Officers.

In the end, what we test is what we teach. Finding better ways to evaluate students is one of the most essential challenges the reform movement now confronts.

SCHOOL AUTONOMY

Principals and teachers too often are caught in a bureaucratic web. They frequently are preoccupied more with paperwork than learning. Five years ago, we said that excellence in education means giving more authority to the principal and more empowerment to teachers. States, we said, should establish general standards and provide support; they should not be overly prescriptive.

Recently, some schools have gained more authority. We note with satisfaction agreements reached between teachers and district officials in Miami, Florida; Rochester, New York; and Hammond, Indiana. In these bold projects, teachers have been given wide latitude to direct the educational programs at their schools.

Still, these moves are the exception, not the rule. Indeed, the reform movement has been driven by outside regulation, and our survey reveals that, today, teachers are encountering *more* red tape and *more* political interference. The bureaucracy in big-city schools is especially distressing. Principals and teachers in these districts often find themselves scrounging for chalk and paper clips while being bombarded with a steady flow of procedural directives. Here is the picture:

- *About three teachers in five said political interference in education has increased during the past half-decade; only 4 percent reported that such interference has declined.*

- *Fifty-seven percent reported that overall state regulation of local schools has increased.*

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- *More than half the teachers said they have more bureaucratic paperwork today than they did five years ago; only 8 percent said they have less.*

To achieve excellence, educational leadership should be school-based. The time has come to move reform activity from district and state officials to principals and teachers. But the local school also must be held accountable. It must demonstrate that the school is well led and that effective learning has occurred. Current assessment procedures often make a mockery of evaluation. Principals and teachers are all too frequently kept busy reporting on administrative activity, not the educational outcomes of students.

Intervention procedures also are required. If, after a reasonable period, a school fails to meet objectives, appropriate officials should intervene. The range of such intervention could include professional consultation, replacement of the principal, more resources, or even the closing of the school.

SALARY AND JOB SECURITY

Five years ago, we observed that the teaching profession is threatened by the lack of a career ladder and the leveling off of salaries. We found that to "get ahead" in teaching, you must leave it. We said then that a career path for teachers should be developed and that teacher salaries should increase 25 percent during the next three years.

Progress is impressive. Salaries have, in fact, increased about 40 percent during the past five years. Further, several states have introduced merit-based programs to recognize and reward teachers. And, in our survey, teachers report gains in both compensation and job security. The findings are these:

- *Three teachers in five agreed that salaries have gotten better since 1983.*
- *One teacher in four said job security has increased; about 60 percent reported that it has remained the same.*
- *Twenty-six percent said career ladder options have increased at their school.*

Here again, the task is far from finished. To attract bright students to the profession, and to hold dedicated teachers in the ranks, salaries must be adequate, and prospects for recognition and mobility must be strengthened. We recommend that the rank of "master teacher" be established and that gifted teachers be given leadership positions in the school and receive special compensation in recognition of their work.

TEACHER RENEWAL

Teaching is a grueling, thankless job. Most people who criticize teachers could not long survive in many of the nation's schools. There are inept teachers, to be sure, and the teaching profession should move vigorously to police itself. But if we want better schools, this nation must find ways to identify great teachers and give them the recognition and the opportunities for renewal they deserve.

According to teachers, inservice education has gotten better. But special awards and summer fellowships have remained the same, and money for innovative ideas and teacher travel has declined. Specifically, our data show:

- *About half the teachers said inservice education has improved during the past*

five years; about one-third reported it has remained unchanged.

- *Seventy-one percent said special awards for teaching have either not changed or gotten worse.*
- *Three-fourths agreed that summer fellowships for teachers have remained the same or diminished.*
- *About seven teachers in ten said money to support innovative ideas has not improved.*
- *Eighty-seven percent said money for teacher travel has not gotten better.*

We cannot expect a teacher trained twenty years ago to prepare students to live forty years into the future without a systematic program of renewal. In other professions—medicine and law—such programs are assumed. Further, teacher recognition at the district level is required, and money should be available at the local school to support innovative ideas and make it possible for teachers occasionally to travel to professional meetings.

But we also need new federal legislation to establish teacher institutes in every region of the country and provide fellowships to teachers from all fifty states. The measure also could include a "distinguished teaching fellows" program, allowing master teachers to move from school to school, holding seminars with colleagues. In addition, aid should be available to students who agree to teach in public schools, and we also need summer institutes for high school students who plan to enter the profession.

TEACHER INVOLVEMENT

During our research five years ago, teachers told us time and time again they feel powerless. They have, they said, little involvement in the shaping of curriculum, school schedules, goals, or rules. We concluded, in 1983, that if good teachers are to remain in the classroom, they must be regarded as professionals. Teacher empowerment is essential.

We believe the gains in decision-making deserve a better-than-average grade. For example, our national survey revealed:

- *Nearly three teachers in five said their participation in setting school goals has improved; 11 percent said it has gotten worse.*
- *Slightly more than half the teachers said their involvement in shaping the curriculum has improved; 10 percent said it has declined.*
- *Fifty-three percent agreed that participation in selecting textbooks and other instructional materials has improved.*

A school, to flourish, must have an environment in which people work together. In such a setting, teachers stay in touch with current practices, and administrators involve teachers in school leadership. In the end, it is students who benefit when teachers are made full partners in the process.

WORKING CONDITIONS OF TEACHERS

Many people think teachers have soft, undemanding jobs. Yet, when we visited schools five years ago, we found that teachers frequently have too many students, too much paperwork, and too many mindless interruptions. Teachers, we found, are expected to work miracles day after day and then often get only silence from students, pressure from the principal, and

criticism from parents. We concluded, in our 1983 report, that improving the working conditions of teachers is of paramount importance.

To improve such conditions, we urged that teachers be given at least an hour a day for class preparation and recordkeeping; that teachers be exempt from such nonteaching responsibilities as monitoring halls, lunchrooms, and recreation areas; that a "teacher excellence fund" for innovative projects be established at every school; that groups within the school, as well as those outside, sponsor recognition programs to honor outstanding teachers; and that every school establish a teacher travel fund.

On these issues, we believe the reform movement deserves a failing grade.

Schools continue to require teachers to perform menial tasks—supervising lunchrooms, policing hallways, and chaperoning students. Such assignments rob teachers of time they need for preparation and diminish their professional status, too. Further, the heavy schedule gives teachers few opportunities to share common problems with colleagues or to sustain an intellectual life.

Consider these survey responses:

- *More than a third of the teachers said that the size of their typical class has increased since 1983; only about one-fifth said class size has declined.*
- *About a third reported that they have less freedom from nonteaching duties such as cafeteria monitoring; only 21 percent said they have more freedom.*
- *Eighty percent said the time they have to spend with other teachers is the same or even less than five years ago; only 20 percent have more time.*
- *Twenty-seven percent said they have less preparation time; only 16 percent said time for preparation has increased.*
- *One teacher in four reported that there is less private space available to them for study today than five years ago.*

Today, the teaching profession in America is still deeply troubled. While new regulations have been imposed on schools, the heart of the enterprise—the teachers—has been largely overlooked. Salaries have gone up, but working conditions have gotten worse.

Here, then, is our judgment, and it simply restates a conviction reached five years ago. In the end, the reform movement will succeed, not only through increased academic rules and regulation, but also through raising the status of those who meet with children every day. Working conditions must improve if we are to attract and hold outstanding teachers.

COMMUNITY AND PARENTAL SUPPORT

How we, as a nation, regard our schools has a powerful impact on their prospects for success, we said in *High School*. It helps determine the morale of the people who work there; it helps students calibrate their expectations; it contributes to the climate of reform.

We note with special satisfaction that the spirit of collaboration has been an outstanding feature of the reform movement. Even before 1983, governors were calling urgently for better schools. More recently, leaders from business

and industry have spoken eloquently about the importance of public education. Further, colleges and universities, convinced that all levels of education are intertwined, are establishing partnerships with schools.

Most crucial, of course, is the attitude of parents. On this important issue, teachers paint a mixed picture. While parental involvement in schools has shown a healthy gain, teachers are less enthused about the support they receive from parents and the community at large. This is what they report:

- *Forty-five percent of the teachers said cooperative arrangements with business and industry have improved; only 7 percent said such linkages have gotten worse.*
- *A quarter said community respect for teachers has improved, while a like percentage said such support has declined.*
- *More than four teachers in ten reported that parental involvement in their school has improved; 19 percent said such involvement has gotten worse.*
- *About one-fourth of the teachers said parental support for teachers is better.*

School improvement requires enthusiastic backing from the community it serves. Only through partnerships with higher education, with business and industry—and especially with parents—can we achieve excellence in the nation's public schools.

CONCLUSION

The past five years have been special, perhaps unique, in the history of American education. There has been a growing consensus about school goals; the leadership role of the principal has been strengthened; achievement levels of many students has improved; and a dramatic array of partnerships with business and universities has been launched. We applaud the progress.

Gains also have occurred in matters of curriculum and testing—more academic units and more assessment of the students. But there is a special challenge in the next phase of school reform to think creatively about content. What should students know to be culturally literate in the year 2000 and beyond? And how can we measure more carefully the potential of students in areas that go beyond the recall of isolated facts?

The reform movement appears to be succeeding on another front. Improvement in teacher salaries is consequential, and the push for adequate compensation, especially for the most gifted teachers, should persist. Also significant is the progress in inservice education, a vital program that should continue to expand. Equally important is teacher involvement in setting school goals, shaping curriculum, and selecting textbooks. Clearly, all of these are moves in the right direction.

Still, we are troubled that the nation's teachers remain so skeptical. Why is it that teachers, of all people, are demoralized and largely unimpressed by the reform actions taken?

Almost forgotten is the fact that, when the renewal movement first began, teachers were sharply criticized in several states that quickly introduced teacher tests. There was a clear signal that teachers were the problem, rather than the solution, and the focus was on failure, not success.

Further, the reform movement has been driven largely by legislative and administrative intervention. The push has been concerned more with regulation than renewal. Reforms typically have focused on graduation requirements, student achievement, teacher preparation and testing, and monitoring activities. But in all of these matters, as important as they are, teachers have been largely uninvolved.

Thus, many teachers have remained dispirited, confronted with working conditions that have left them more responsible, but less empowered. They are concerned about loss of status, bureaucratic pressures, negative public image, and the lack of recognition and rewards.

Indeed, the most disturbing finding of our survey is this: Half the teachers believe that, overall, morale within the profession has substantially declined since 1983. During this period of unprecedented activity in behalf of education, 49 percent say morale has gone down; less than one-fourth say it has gotten better.

What is urgently needed—in the next phase of school reform—is a deep commitment to make teachers partners in renewal, at all levels. It's time to recognize that whatever is wrong with America's public schools cannot be fixed without the help of those already in the classroom. To talk about recruiting better students into teaching without examining the circumstances that discourage teachers is simply a diversion.

For half a decade, governors, legislators, and corporate leaders have vigorously affirmed the essentialness of public education. School renewal must build on this foundation. The challenge now is to move beyond regulations, focus on renewal, and make teachers full participants in the process.

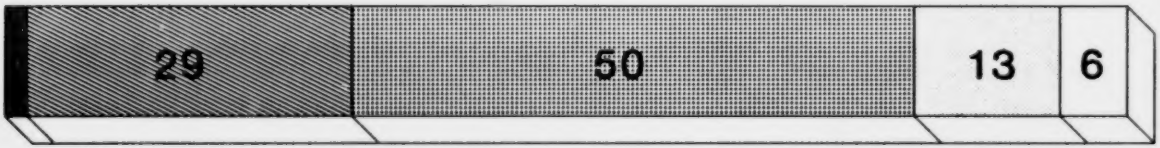
In the end, the quality of American education can be no greater than the dignity we assign to teaching.

II

Teacher Survey: National Summaries

REFORM MOVEMENT

If you were to give a grade to the education reform movement, what would it be?



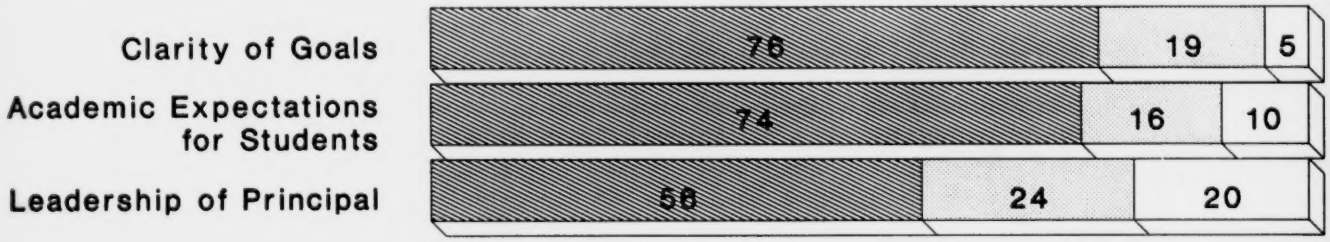
(In percentages)

Grade

A B C D F

SCHOOL GOALS

How have the following issues related to school goals changed at your school since 1983?

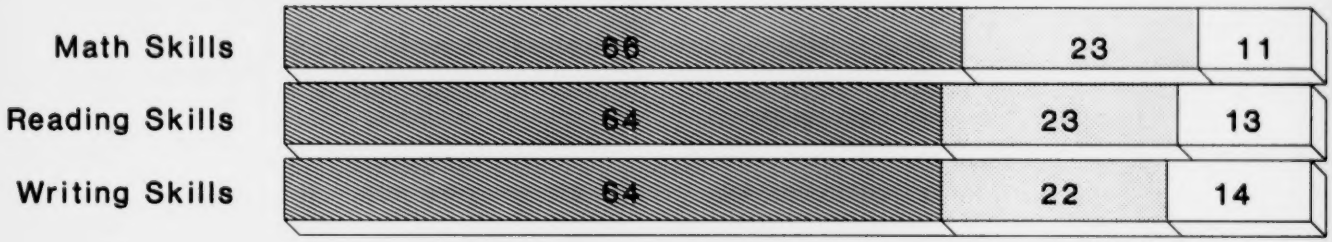


(In percentages)

Better *No Change* *Worse*

STUDENT ACHIEVEMENT

How has student achievement in basic skills changed at your school since 1983?

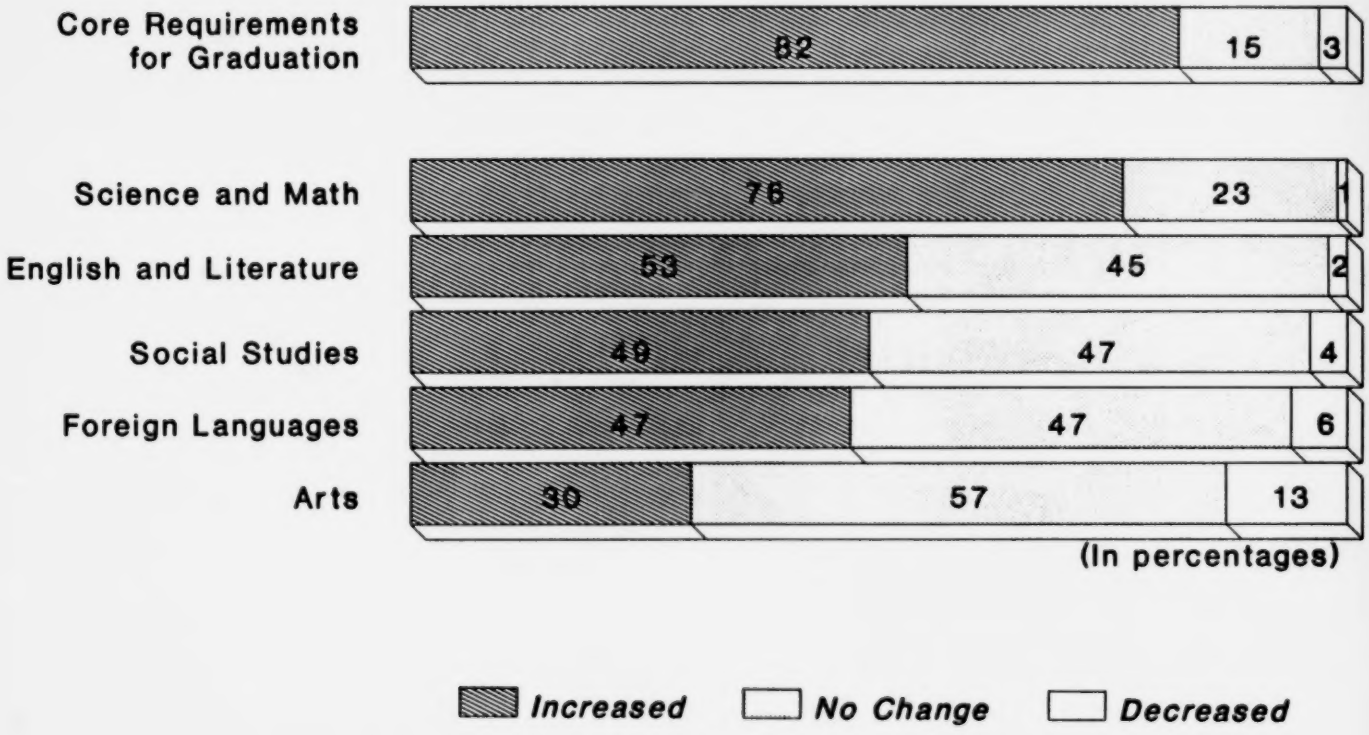


(In percentages)

Better No Change Worse

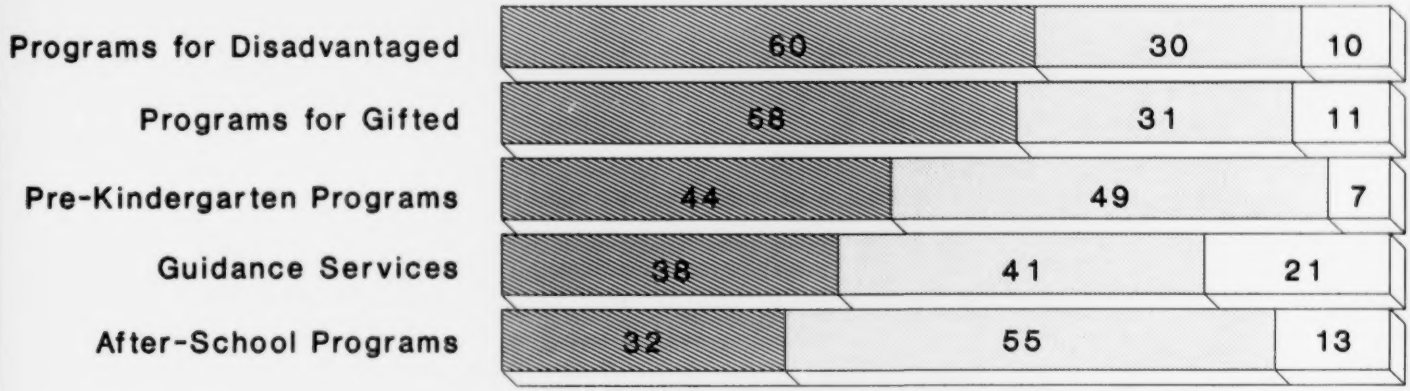
ACADEMIC REQUIREMENTS

How have the following academic requirements changed during the past five years?



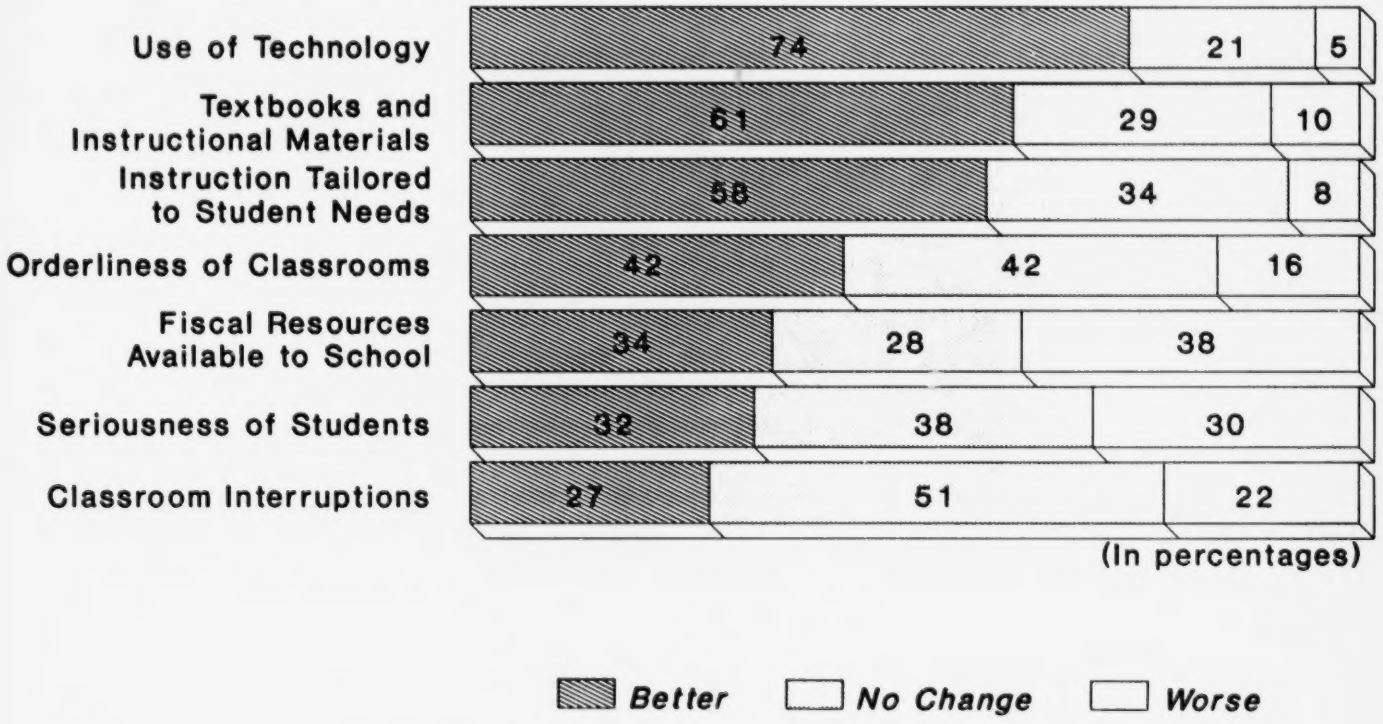
NEW PROGRAMS, NEW SCHEDULES

How have the following special programs changed at your school during the past five years?



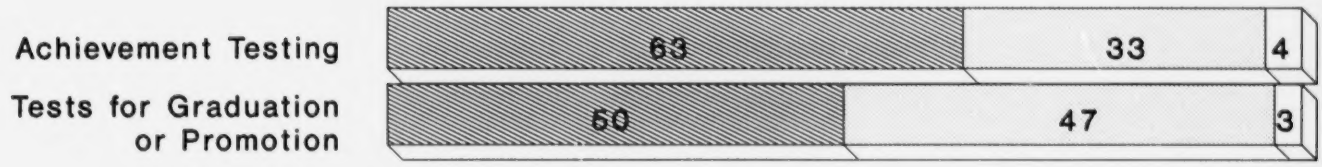
SCHOOL CLIMATE AND RESOURCES

How have the following conditions for learning changed during the past five years?



STUDENT TESTING

How has the testing of students at your school changed since 1983?

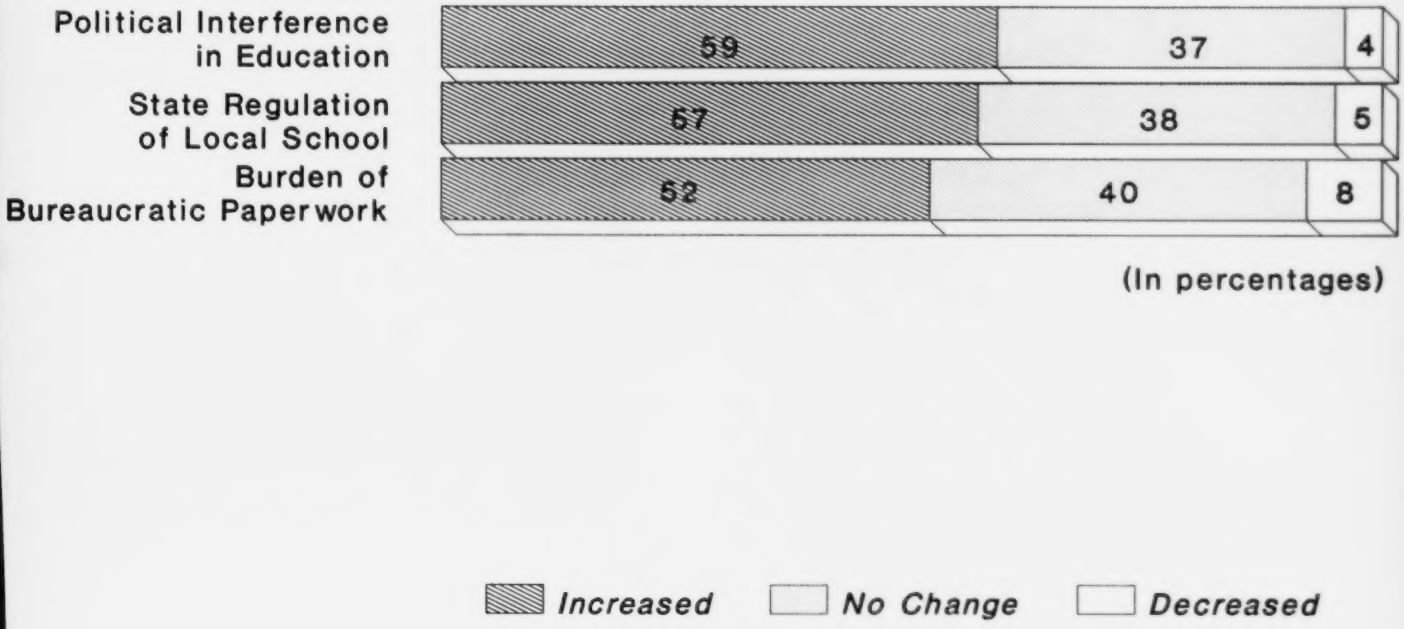


(In percentages)

Increased *No Change* *Decreased*

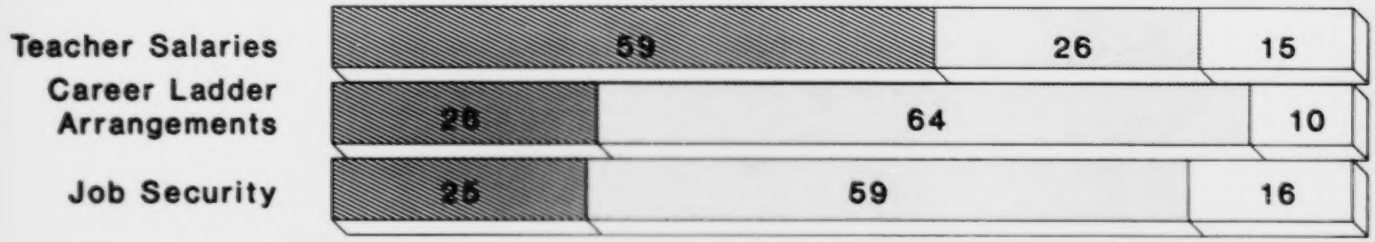
SCHOOL AUTONOMY

How have the following issues related to school autonomy been changed by the reform movement?



SALARY AND JOB SECURITY

Based on your own experience, how have the following changed since 1983?

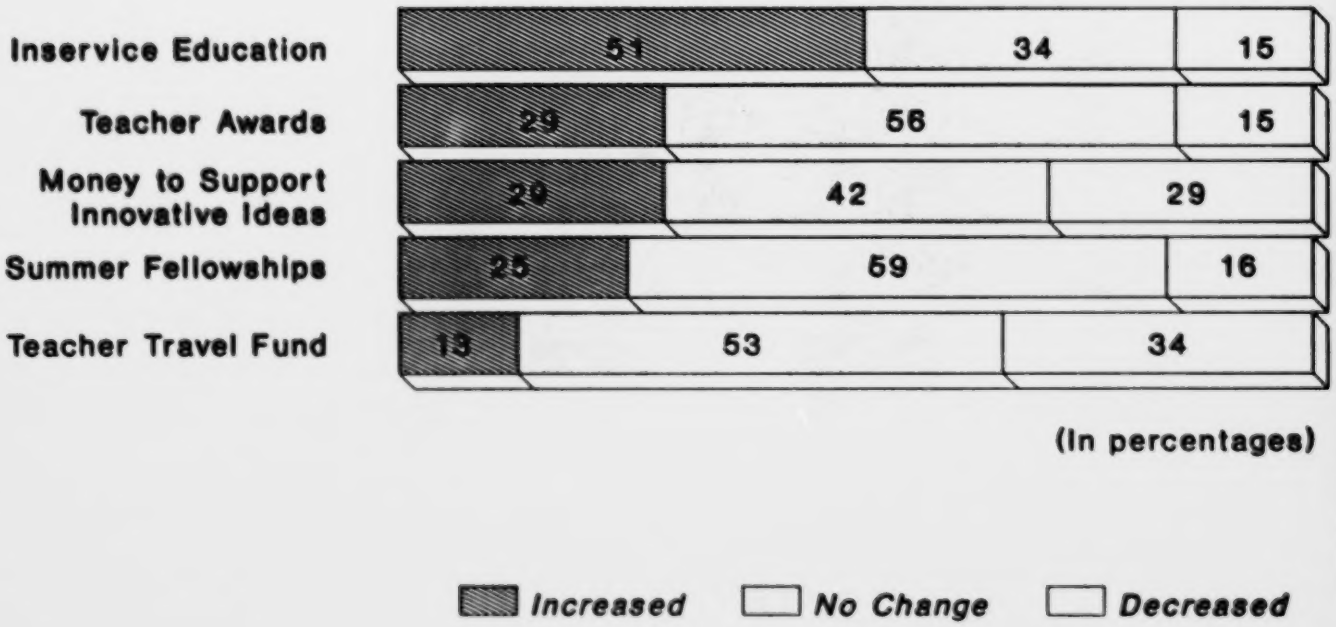


(In percentages)

Increased No Change Decreased

TEACHER RENEWAL

Based on your own experience, how have the following been affected by the reform movement?

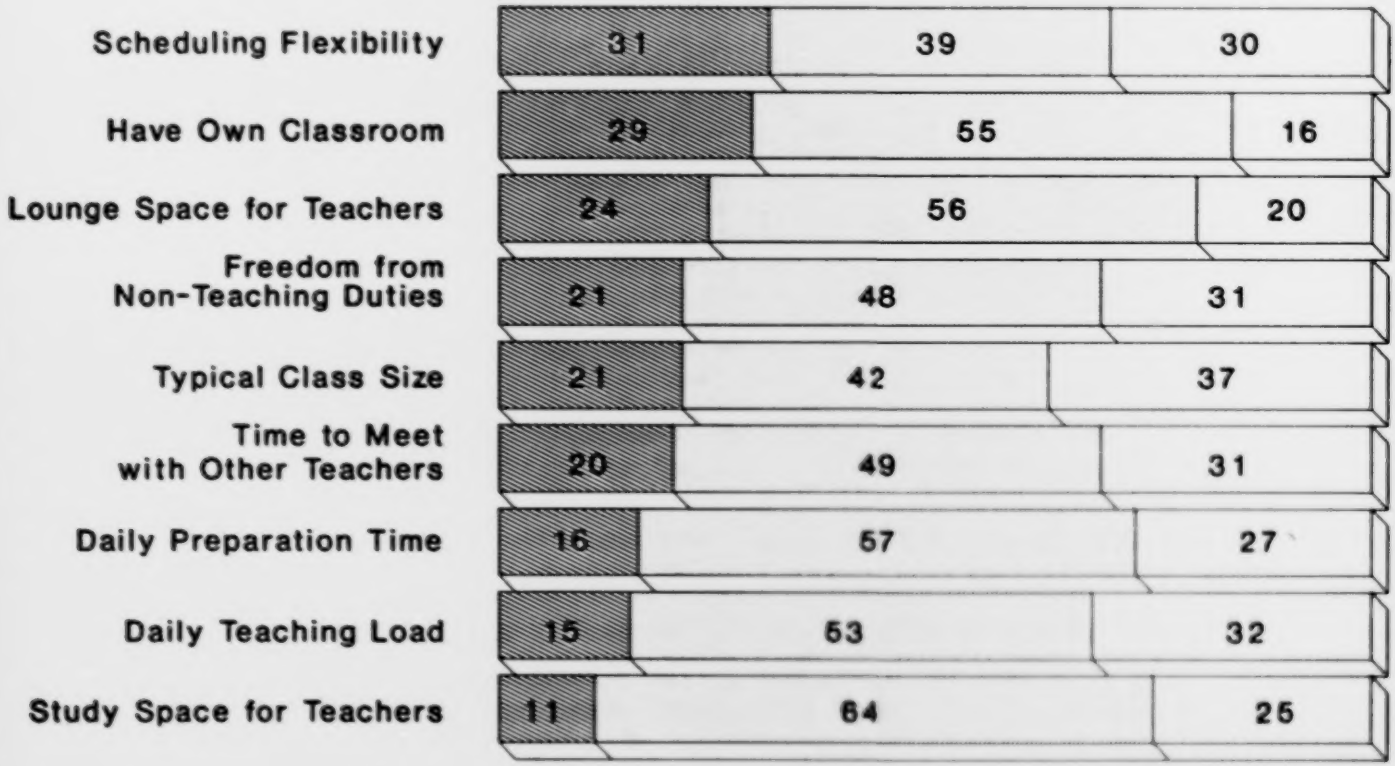


TEACHER INVOLVEMENT

Based on your own experience, how have the following been affected by the drive to improve schools?

WORKING CONDITIONS OF TEACHERS

How have the following working conditions of teachers changed at your school during the past five years?



TEACHER MORALE

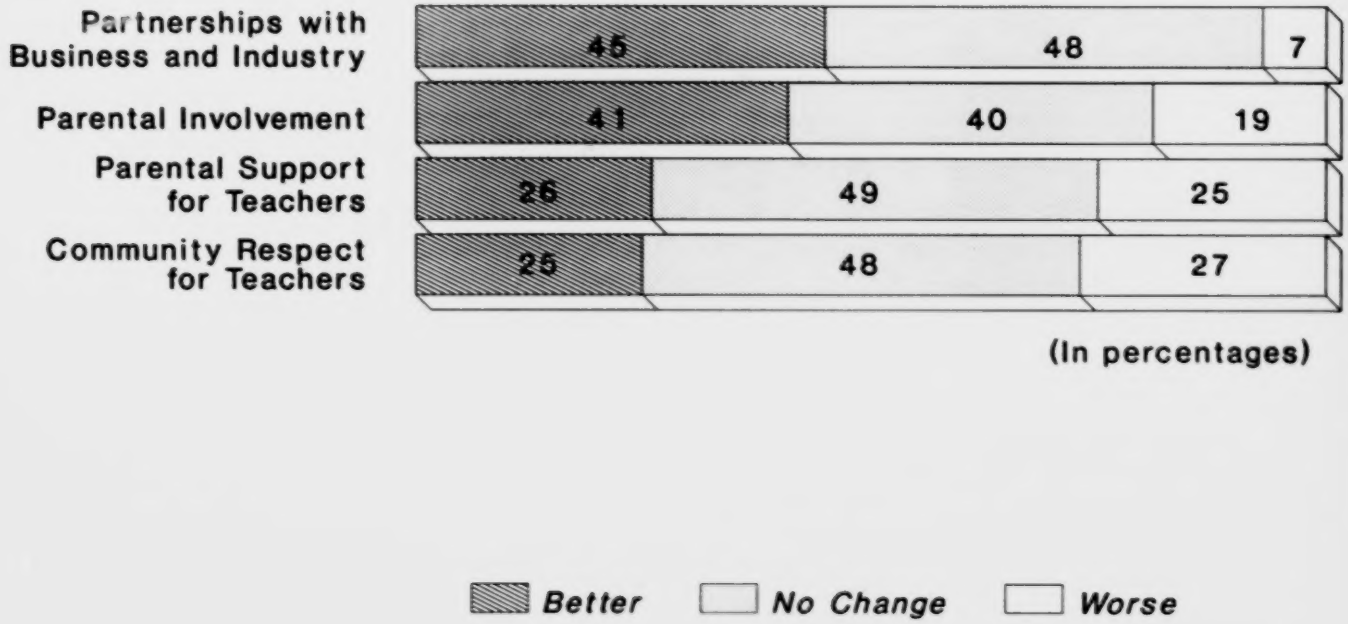
How, from your experience, has the morale of teachers changed since 1983?

(In percentages)

Better No Change Worse

COMMUNITY AND PARENTAL SUPPORT

Based on your own experience, how have the following changed since 1983?



III

Teacher Survey: State-by-State Summaries

Table 1

TEACHER GRADE TO THE REFORM MOVEMENT

	A	B	C	D	F
ALL TEACHERS.....	2%	29%	50%	13%	6%
ALABAMA.....	3	34	47	11	5
ALASKA.....	1	37	46	10	7
ARIZONA.....	1	29	54	15	1
ARKANSAS.....	4	34	48	9	5
CALIFORNIA.....	2	26	52	12	7
COLORADO.....	2	30	47	16	4
CONNECTICUT.....	3	34	47	11	4
DELAWARE.....	3	29	51	12	6
FLORIDA.....	1	28	51	14	6
GEORGIA.....	5	44	39	7	5
HAWAII.....	1	34	50	11	2
IDAHO.....	4	29	46	14	7
ILLINOIS.....	0	19	50	20	11
INDIANA.....	2	26	50	16	6
IOWA.....	4	23	59	10	4
KANSAS.....	2	32	50	11	5
KENTUCKY.....	3	43	43	7	3
LOUISIANA.....	2	42	41	12	3
MAINE.....	4	27	53	13	4
MARYLAND.....	1	28	53	13	5
MASSACHUSETTS.....	2	21	51	15	11
MICHIGAN.....	2	26	51	15	6
MINNESOTA.....	1	24	52	17	6
MISSISSIPPI.....	5	40	39	10	6
MISSOURI.....	2	30	49	13	6
MONTANA.....	1	29	44	18	9
NEBRASKA.....	2	29	53	11	5
NEVADA.....	3	32	46	14	4
NEW HAMPSHIRE.....	2	28	48	15	6
NEW JERSEY.....	3	26	56	11	4
NEW MEXICO.....	1	28	53	13	5
NEW YORK.....	2	26	53	15	4
NORTH CAROLINA.....	4	31	52	6	6
NORTH DAKOTA.....	2	23	54	14	7
OHIO.....	3	29	52	11	5
OKLAHOMA.....	1	34	46	14	6
OREGON.....	1	25	48	17	8
PENNSYLVANIA.....	2	29	48	12	8
RHODE ISLAND.....	1	33	51	11	5
SOUTH CAROLINA.....	6	46	43	3	2
SOUTH DAKOTA.....	1	33	52	9	4
TENNESSEE.....	3	25	52	12	8
TEXAS.....	3	33	46	10	7
UTAH.....	2	31	50	11	5
VERMONT.....	1	29	49	16	5
VIRGINIA.....	5	31	54	6	4
WASHINGTON.....	2	19	50	19	9
WEST VIRGINIA.....	2	33	51	10	4
WISCONSIN.....	2	31	50	10	6
WYOMING.....	2	34	48	10	8

Figures may not add up to 100 because of rounding.

Table 2

CLARITY OF SCHOOL GOALS

	Better	No Change	Worse
ALL TEACHERS.....	76%	19%	5%
SOUTH CAROLINA.....	92	6	2
MISSOURI.....	85	12	4
TEXAS.....	84	12	4
ARKANSAS.....	83	14	3
GEORGIA.....	83	11	6
LOUISIANA.....	83	12	4
MISSISSIPPI.....	83	13	4
WEST VIRGINIA.....	82	13	5
WYOMING.....	82	13	6
HAWAII.....	81	16	4
NORTH CAROLINA.....	81	16	3
CONNECTICUT.....	80	15	5
IOWA.....	79	19	2
MAINE.....	79	18	2
MARYLAND.....	79	19	3
UTAH.....	79	19	2
ARIZONA.....	78	19	3
OKLAHOMA.....	78	13	10
VERMONT.....	78	17	4
COLORADO.....	77	18	5
KENTUCKY.....	77	20	3
NEBRASKA.....	77	20	3
VIRGINIA.....	77	16	7
OHIO.....	76	15	10
OREGON.....	76	20	4
CALIFORNIA.....	75	18	7
FLORIDA.....	75	20	6
KANSAS.....	75	21	3
NEW MEXICO.....	75	17	8
SOUTH DAKOTA.....	75	22	3
DELAWARE.....	74	23	4
ILLINOIS.....	74	21	5
MICHIGAN.....	74	21	6
WASHINGTON.....	74	20	6
WISCONSIN.....	74	21	5
IDAHO.....	73	23	5
MINNESOTA.....	73	21	5
NORTH DAKOTA.....	73	24	4
PENNSYLVANIA.....	72	23	5
NEW JERSEY.....	71	24	6
RHODE ISLAND.....	71	24	5
TENNESSEE.....	71	24	5
MONTANA.....	70	22	8
ALABAMA.....	69	24	7
NEW YORK.....	67	28	5
ALASKA.....	66	20	13
NEVADA.....	66	27	7
NEW HAMPSHIRE.....	65	31	4
INDIANA.....	63	33	5
MASSACHUSETTS.....	55	36	9

Figures may not add up to 100 because of rounding.

Table 3

ACADEMIC EXPECTATIONS FOR STUDENTS

	Better	No Change	Worse
ALL TEACHERS.....	74%	16%	10%
SOUTH CAROLINA.....	89	8	4
TEXAS.....	87	6	8
GEORGIA.....	86	8	5
MISSISSIPPI.....	85	8	7
LOUISIANA.....	84	10	6
ARIZONA.....	83	11	7
HAWAII.....	81	13	7
KENTUCKY.....	81	10	8
ARKANSAS.....	80	12	8
MAINE.....	79	18	3
NORTH CAROLINA.....	79	12	9
ALABAMA.....	78	13	9
TENNESSEE.....	77	13	10
OKLAHOMA.....	76	10	14
UTAH.....	76	18	6
MISSOURI.....	75	17	8
NEW MEXICO.....	75	13	12
VIRGINIA.....	75	16	10
WEST VIRGINIA.....	75	14	11
CALIFORNIA.....	74	16	9
NEBRASKA.....	74	19	7
OREGON.....	73	21	6
MICHIGAN.....	72	19	9
SOUTH DAKOTA.....	72	23	5
WISCONSIN.....	72	19	9
IOWA.....	71	20	10
NEW JERSEY.....	71	17	12
OHIO.....	71	12	17
RHODE ISLAND.....	71	17	12
WYOMING.....	71	21	8
ALASKA.....	70	20	11
CONNECTICUT.....	70	19	11
DELAWARE.....	70	15	14
FLORIDA.....	70	13	17
IDAHO.....	70	21	8
KANSAS.....	70	23	8
MARYLAND.....	70	17	13
NEVADA.....	70	16	14
NEW YORK.....	70	21	10
NORTH DAKOTA.....	70	20	9
INDIANA.....	69	18	13
WASHINGTON.....	69	21	10
ILLINOIS.....	68	23	10
MONTANA.....	68	23	9
PENNSYLVANIA.....	67	20	13
VERMONT.....	67	22	11
COLORADO.....	66	21	13
MINNESOTA.....	66	24	10
NEW HAMPSHIRE.....	64	27	9
MASSACHUSETTS.....	58	28	14

Figures may not add up to 100 because of rounding.

Table 4

LEADERSHIP OF PRINCIPAL

	Better	No Change	Worse
ALL TEACHERS.....	56%	24%	20%
SOUTH CAROLINA.....	75	16	9
MISSISSIPPI.....	71	17	12
TEXAS.....	66	16	18
HAWAII.....	65	19	16
VERMONT.....	65	18	17
MAINE.....	64	21	15
OKLAHOMA.....	64	18	18
UTAH.....	64	23	13
WYOMING.....	64	21	14
GEORGIA.....	62	19	19
KENTUCKY.....	62	25	13
LOUISIANA.....	62	22	16
NORTH CAROLINA.....	62	19	18
KANSAS.....	61	24	15
TENNESSEE.....	61	24	15
CALIFORNIA.....	60	21	20
OREGON.....	60	22	18
SOUTH DAKOTA.....	60	25	16
ARIZONA.....	59	25	16
ARKANSAS.....	59	20	21
WEST VIRGINIA.....	58	24	18
COLORADO.....	57	25	18
IDAHO.....	57	28	15
NORTH DAKOTA.....	57	23	19
ILLINOIS.....	56	27	17
IOWA.....	56	27	16
MARYLAND.....	56	19	25
MISSOURI.....	56	23	21
NEBRASKA.....	55	27	17
NEW MEXICO.....	55	23	22
WASHINGTON.....	55	24	22
ALASKA.....	54	25	21
CONNECTICUT.....	53	28	19
ALABAMA.....	52	28	20
FLORIDA.....	52	22	25
MONTANA.....	52	25	23
NEW HAMPSHIRE.....	52	28	20
VIRGINIA.....	52	23	25
DELAWARE.....	51	27	21
INDIANA.....	51	30	19
NEVADA.....	51	27	22
MICHIGAN.....	50	29	21
MINNESOTA.....	50	27	23
OHIO.....	50	23	26
PENNSYLVANIA.....	50	27	23
RHODE ISLAND.....	50	30	20
WISCONSIN.....	50	28	23
NEW YORK.....	49	34	17
MASSACHUSETTS.....	45	32	23
NEW JERSEY.....	43	31	26

Figures may not add up to 100 because of rounding.

Table 5

STUDENT MATH SKILLS

	Better	No Change	Worse
ALL TEACHERS.....	66%	23%	11%
SOUTH CAROLINA.....	89	7	5
LOUISIANA.....	77	11	12
GEORGIA.....	76	16	8
TEXAS.....	76	14	11
NEW JERSEY.....	74	16	10
VIRGINIA.....	74	17	9
HAWAII.....	73	18	9
KENTUCKY.....	73	18	10
MISSISSIPPI.....	73	15	12
MARYLAND.....	72	18	10
NORTH CAROLINA.....	71	19	10
OKLAHOMA.....	71	15	15
CALIFORNIA.....	70	18	12
FLORIDA.....	69	15	16
MAINE.....	69	25	6
MICHIGAN.....	69	23	9
NORTH DAKOTA.....	69	23	8
WYOMING.....	67	27	6
ALABAMA.....	66	23	11
ARIZONA.....	66	24	9
OHIO.....	66	18	16
TENNESSEE.....	66	20	13
DELAWARE.....	65	23	11
OREGON.....	65	27	8
ALASKA.....	64	28	9
CONNECTICUT.....	64	24	12
IOWA.....	64	27	9
NEW HAMPSHIRE.....	64	26	10
RHODE ISLAND.....	64	22	14
WEST VIRGINIA.....	64	19	18
ARKANSAS.....	63	27	10
UTAH.....	63	27	10
COLORADO.....	62	26	12
NEW MEXICO.....	62	26	12
KANSAS.....	61	29	10
MONTANA.....	61	29	10
WISCONSIN.....	61	29	10
IDAHO.....	60	31	9
PENNSYLVANIA.....	60	27	13
SOUTH DAKOTA.....	60	33	7
ILLINOIS.....	59	31	10
MISSOURI.....	59	32	9
NEBRASKA.....	58	31	11
INDIANA.....	56	29	15
MASSACHUSETTS.....	56	32	13
NEVADA.....	56	28	16
MINNESOTA.....	55	39	6
NEW YORK.....	55	33	12
VERMONT.....	54	35	11
WASHINGTON.....	53	36	11

Figures may not add up to 100 because of rounding.

Table 6

STUDENT READING SKILLS

	Better	No Change	Worse
ALL TEACHERS.....	64%	23%	13%
SOUTH CAROLINA.....	86	8	5
GEORGIA.....	78	14	8
MISSISSIPPI.....	77	16	7
MARYLAND.....	74	15	11
LOUISIANA.....	73	13	14
NEW JERSEY.....	73	16	11
MICHIGAN.....	71	21	8
MAINE.....	70	24	6
NORTH CAROLINA.....	70	16	14
OKLAHOMA.....	69	13	18
ARIZONA.....	68	21	11
TEXAS.....	68	18	14
VIRGINIA.....	68	18	14
KENTUCKY.....	67	18	16
RHODE ISLAND.....	66	21	13
WYOMING.....	66	28	5
CALIFORNIA.....	65	22	13
NORTH DAKOTA.....	65	26	9
ALABAMA.....	64	21	15
ALASKA.....	64	29	7
FLORIDA.....	64	18	18
OHIO.....	64	19	17
OREGON.....	64	29	8
TENNESSEE.....	63	20	17
UTAH.....	63	29	8
DELAWARE.....	62	27	11
HAWAII.....	62	27	11
SOUTH DAKOTA.....	62	30	9
ARKANSAS.....	61	28	11
IDAHO.....	59	32	8
KANSAS.....	59	29	12
NEW MEXICO.....	59	25	16
WEST VIRGINIA.....	59	22	19
NEW HAMPSHIRE.....	58	31	11
CONNECTICUT.....	57	27	16
ILLINOIS.....	57	31	12
IOWA.....	57	30	13
MONTANA.....	57	31	12
NEBRASKA.....	57	33	10
WISCONSIN.....	57	31	12
COLORADO.....	56	30	14
NEW YORK.....	56	31	13
PENNSYLVANIA.....	56	29	16
MASSACHUSETTS.....	55	25	20
MISSOURI.....	55	32	13
MINNESOTA.....	54	38	9
INDIANA.....	53	33	14
VERMONT.....	53	34	13
NEVADA.....	52	28	20
WASHINGTON.....	49	35	16

Figures may not add up to 100 because of rounding.

Table 7

STUDENT WRITING SKILLS

	Better	No Change	Worse
ALL TEACHERS.....	64%	22%	14%
SOUTH CAROLINA.....	85	11	4
GEORGIA.....	80	14	5
MAINE.....	80	15	5
MARYLAND.....	80	11	10
NORTH CAROLINA.....	76	12	12
NEW JERSEY.....	73	13	13
OKLAHOMA.....	71	15	14
ALASKA.....	70	20	10
MISSISSIPPI.....	70	17	13
WYOMING.....	70	23	7
ARIZONA.....	69	19	12
CONNECTICUT.....	69	17	14
CALIFORNIA.....	68	17	15
NORTH DAKOTA.....	68	22	10
TEXAS.....	68	18	15
VIRGINIA.....	68	17	14
HAWAII.....	66	22	12
IOWA.....	65	24	12
LOUISIANA.....	65	15	20
COLORADO.....	64	22	14
NEW HAMPSHIRE.....	64	26	9
OHIO.....	64	19	16
IDAHO.....	63	27	10
OREGON.....	63	30	8
KENTUCKY.....	62	21	17
NEW MEXICO.....	62	21	17
NEW YORK.....	62	26	12
UTAH.....	61	26	13
DELAWARE.....	60	27	13
MASSACHUSETTS.....	60	23	17
FLORIDA.....	59	22	19
MISSOURI.....	59	28	14
MONTANA.....	59	27	14
WASHINGTON.....	59	25	15
WISCONSIN.....	59	26	15
MICHIGAN.....	58	31	11
NEBRASKA.....	58	32	10
RHODE ISLAND.....	58	26	17
NEVADA.....	56	25	19
ILLINOIS.....	55	30	15
PENNSYLVANIA.....	55	29	16
SOUTH DAKOTA.....	54	35	10
VERMONT.....	54	32	14
INDIANA.....	53	27	20
KANSAS.....	53	34	12
ALABAMA.....	52	26	22
ARKANSAS.....	52	30	18
MINNESOTA.....	51	37	12
WEST VIRGINIA.....	51	26	22
TENNESSEE.....	47	28	25

Figures may not add up to 100 because of rounding.

Table 8

CORE REQUIREMENTS FOR GRADUATION

	Increased	No Change	Decreased
ALL TEACHERS	82%	15%	3%
SOUTH CAROLINA	96	4	0
OKLAHOMA	92	5	3
ARKANSAS	91	6	3
GEORGIA	91	8	2
INDIANA	90	9	1
LOUISIANA	90	6	4
NEW MEXICO	90	7	4
MISSISSIPPI	89	7	3
MISSOURI	88	9	2
SOUTH DAKOTA	88	10	2
TEXAS	88	10	2
KENTUCKY	87	10	3
VIRGINIA	87	11	2
NORTH CAROLINA	86	11	3
ALABAMA	85	11	4
FLORIDA	85	7	8
IDAHO	85	14	1
NEW YORK	84	11	4
UTAH	84	13	3
IOWA	83	15	2
ARIZONA	82	16	3
NEVADA	82	14	4
TENNESSEE	82	14	5
PENNSYLVANIA	81	16	3
WISCONSIN	81	17	2
KANSAS	80	19	1
MAINE	80	19	1
MARYLAND	80	16	4
CALIFORNIA	79	17	4
NEBRASKA	79	18	3
NEW JERSEY	79	18	3
RHODE ISLAND	79	19	2
DELAWARE	78	18	4
WEST VIRGINIA	78	16	5
OHIO	77	16	6
MICHIGAN	76	20	4
CONNECTICUT	75	21	4
OREGON	75	22	2
NORTH DAKOTA	74	23	3
WASHINGTON	74	20	6
COLORADO	73	23	3
WYOMING	73	23	4
HAWAII	72	24	5
MONTANA	70	29	1
ILLINOIS	68	28	4
NEW HAMPSHIRE	67	30	3
VERMONT	67	29	3
ALASKA	64	29	7
MASSACHUSETTS	59	37	5
MINNESOTA	58	40	3

Figures may not add up to 100 because of rounding.

Table 9

SCIENCE AND MATH REQUIREMENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	76%	23%	1%
SOUTH CAROLINA.....	92	8	1
NEW YORK.....	90	10	0
TENNESSEE.....	89	11	1
MISSISSIPPI.....	87	13	0
FLORIDA.....	86	12	1
VIRGINIA.....	86	13	1
ARKANSAS.....	85	14	1
INDIANA.....	85	14	1
NEW MEXICO.....	85	13	2
DELAWARE.....	84	14	2
LOUISIANA.....	82	16	2
NEVADA.....	82	17	1
GEORGIA.....	80	20	0
KANSAS.....	80	19	1
MISSOURI.....	80	19	1
UTAH.....	80	17	3
OKLAHOMA.....	79	19	2
ALABAMA.....	78	20	3
KENTUCKY.....	78	22	0
PENNSYLVANIA.....	78	21	2
SOUTH DAKOTA.....	78	21	0
ARIZONA.....	77	22	2
NORTH CAROLINA.....	77	22	1
CALIFORNIA.....	76	22	3
IOWA.....	76	23	1
MARYLAND.....	76	21	2
VERMONT.....	74	25	1
WEST VIRGINIA.....	74	24	3
TEXAS.....	73	26	1
MAINE.....	72	27	0
NEW JERSEY.....	72	27	1
IDAHO.....	71	28	0
OHIO.....	71	27	1
OREGON.....	71	29	0
WASHINGTON.....	70	29	2
WISCONSIN.....	70	30	0
MICHIGAN.....	69	29	2
ILLINOIS.....	68	29	3
MONTANA.....	66	34	1
RHODE ISLAND.....	66	33	1
NEW HAMPSHIRE.....	65	34	1
NEBRASKA.....	64	35	1
CONNECTICUT.....	63	36	2
COLORADO.....	62	35	3
HAWAII.....	62	36	2
NORTH DAKOTA.....	60	40	0
WYOMING.....	58	39	3
MINNESOTA.....	52	45	3
MASSACHUSETTS.....	50	48	2
ALASKA.....	49	46	5

Figures may not add up to 100 because of rounding.

Table 10

ENGLISH AND LITERATURE REQUIREMENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	53%	45%	2%
CALIFORNIA.....	73	26	1
INDIANA.....	72	25	2
LOUISIANA.....	70	28	2
IDAHO.....	68	32	0
NEVADA.....	67	30	2
FLORIDA.....	65	34	1
MISSOURI.....	64	34	3
WISCONSIN.....	64	34	2
GEORGIA.....	63	35	1
TEXAS.....	60	39	1
KENTUCKY.....	59	41	0
UTAH.....	59	38	3
OHIO.....	58	39	3
NEW MEXICO.....	57	41	2
SOUTH CAROLINA.....	57	43	1
IOWA.....	56	43	1
MISSISSIPPI.....	56	43	1
ARIZONA.....	55	43	2
OREGON.....	52	47	1
ILLINOIS.....	51	46	3
NEBRASKA.....	50	48	2
VIRGINIA.....	49	51	1
ARKANSAS.....	46	52	2
NEW YORK.....	46	51	3
COLORADO.....	45	53	2
KANSAS.....	45	53	2
MICHIGAN.....	45	54	2
NEW JERSEY.....	45	55	1
NORTH CAROLINA.....	45	53	2
PENNSYLVANIA.....	45	53	2
MARYLAND.....	44	56	1
MAINE.....	43	57	0
ALABAMA.....	42	56	2
WYOMING.....	42	56	2
WASHINGTON.....	41	57	2
RHODE ISLAND.....	40	60	0
ALASKA.....	39	60	1
CONNECTICUT.....	39	57	3
WEST VIRGINIA.....	39	59	2
DELAWARE.....	38	60	2
TENNESSEE.....	38	60	2
NORTH DAKOTA.....	37	61	3
OKLAHOMA.....	36	61	3
HAWAII.....	30	67	3
MASSACHUSETTS.....	30	67	3
SOUTH DAKOTA.....	30	69	1
MONTANA.....	28	70	2
NEW HAMPSHIRE.....	27	72	1
VERMONT.....	27	72	1
MINNESOTA.....	26	72	2

Figures may not add up to 100 because of rounding.

Table 11

SOCIAL STUDIES REQUIREMENTS

	Increased	No Change	Decreased
ALL TEACHERS	49%	47%	4%
NEW YORK	76	22	1
ARKANSAS	67	32	1
FLORIDA	67	29	4
NEW MEXICO	58	39	3
NORTH CAROLINA	58	40	2
UTAH	58	38	4
NEW JERSEY	55	40	4
KENTUCKY	54	44	1
MISSOURI	54	45	2
CALIFORNIA	53	40	7
LOUISIANA	53	41	6
MISSISSIPPI	53	41	6
OKLAHOMA	53	45	2
ALABAMA	52	45	3
GEORGIA	52	44	4
MAINE	52	48	1
RHODE ISLAND	52	47	1
SOUTH CAROLINA	52	45	3
TENNESSEE	50	45	5
VIRGINIA	49	49	3
WEST VIRGINIA	49	47	5
NEW HAMPSHIRE	48	48	5
IOWA	47	49	3
MARYLAND	47	47	5
VERMONT	46	52	1
ARIZONA	45	52	3
OHIO	45	51	4
CONNECTICUT	43	53	4
COLORADO	42	56	2
ILLINOIS	42	51	7
MONTANA	42	55	2
WISCONSIN	42	54	4
KANSAS	41	57	3
PENNSYLVANIA	41	54	5
WYOMING	41	56	3
INDIANA	39	59	2
NEBRASKA	38	58	4
SOUTH DAKOTA	37	60	3
MASSACHUSETTS	36	60	4
MICHIGAN	35	62	3
NEVADA	35	60	6
OREGON	35	63	2
IDAHO	34	61	5
ALASKA	33	61	5
DELAWARE	33	60	7
TEXAS	33	63	3
WASHINGTON	30	67	3
NORTH DAKOTA	27	70	3
HAWAII	20	76	4
MINNESOTA	19	76	5

Figures may not add up to 100 because of rounding.

Table 12

FOREIGN LANGUAGE REQUIREMENTS

	Increased	No Change	Decreased
ALL TEACHERS	47%	47%	6%
NEW YORK	90	8	2
ARKANSAS	80	18	2
TENNESSEE	73	24	4
VIRGINIA	68	31	1
UTAH	67	27	6
GEORGIA	64	33	3
SOUTH DAKOTA	64	24	12
SOUTH CAROLINA	59	37	3
LOUISIANA	58	29	13
MISSISSIPPI	58	38	3
FLORIDA	56	38	7
IOWA	56	41	4
ALABAMA	52	41	7
NORTH CAROLINA	51	44	5
CALIFORNIA	48	42	10
KENTUCKY	46	51	2
MINNESOTA	45	51	4
TEXAS	44	51	5
OREGON	41	55	4
OKLAHOMA	40	51	8
OHIO	38	55	7
MONTANA	37	56	7
NEBRASKA	37	55	8
RHODE ISLAND	36	58	6
COLORADO	35	55	10
HAWAII	34	58	8
MISSOURI	34	58	8
WASHINGTON	34	61	5
INDIANA	33	60	7
MARYLAND	33	58	9
MAINE	32	66	3
IDAHO	31	65	5
WEST VIRGINIA	30	62	8
NEW MEXICO	29	58	13
ILLINOIS	27	64	9
NEW JERSEY	27	68	5
ARIZONA	26	67	7
MICHIGAN	26	68	6
VERMONT	26	68	6
KANSAS	25	67	8
MASSACHUSETTS	25	64	11
CONNECTICUT	24	67	10
WISCONSIN	24	71	5
NEVADA	23	69	8
DELAWARE	22	72	6
NEW HAMPSHIRE	19	80	1
NORTH DAKOTA	16	72	12
WYOMING	16	78	6
PENNSYLVANIA	14	72	14
ALASKA	13	76	11

Figures may not add up to 100 because of rounding.

Table 13

ARTS REQUIREMENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	30%	57%	13%
MAINE.....	73	24	3
ARKANSAS.....	69	30	1
MARYLAND.....	58	37	5
NEW YORK.....	55	38	7
VERMONT.....	47	46	7
FLORIDA.....	44	46	9
NORTH CAROLINA.....	44	50	6
RHODE ISLAND.....	44	54	2
NEW HAMPSHIRE.....	40	55	5
UTAH.....	39	46	15
TENNESSEE.....	37	55	7
TEXAS.....	37	53	10
OHIO.....	36	54	10
CALIFORNIA.....	34	41	24
SOUTH DAKOTA.....	32	57	11
WEST VIRGINIA.....	32	58	10
GEORGIA.....	31	58	10
KENTUCKY.....	31	61	7
NEVADA.....	28	51	20
SOUTH CAROLINA.....	27	65	8
VIRGINIA.....	26	59	15
CONNECTICUT.....	23	67	11
MONTANA.....	23	64	13
IDAHO.....	22	70	7
PENNSYLVANIA.....	22	64	14
LOUISIANA.....	20	61	19
MINNESOTA.....	19	73	8
MISSISSIPPI.....	19	64	17
NEBRASKA.....	19	72	9
NEW JERSEY.....	19	65	17
ALABAMA.....	18	67	16
WASHINGTON.....	18	68	15
WISCONSIN.....	17	71	12
ILLINOIS.....	16	64	20
IOWA.....	16	69	16
MASSACHUSETTS.....	16	73	12
ARIZONA.....	15	63	22
INDIANA.....	15	71	13
MISSOURI.....	15	72	12
OREGON.....	15	69	16
ALASKA.....	13	67	20
MICHIGAN.....	13	74	13
COLORADO.....	10	70	20
NEW MEXICO.....	10	65	25
OKLAHOMA.....	10	68	23
WYOMING.....	10	75	16
KANSAS.....	9	76	15
NORTH DAKOTA.....	8	75	17
HAWAII.....	7	85	8
DELAWARE.....	6	80	14

Figures may not add up to 100 because of rounding.

Table 14

PROGRAMS FOR THE DISADVANTAGED

	Better	No Change	Worse
ALL TEACHERS.....	60%	30%	10%
SOUTH CAROLINA.....	76	19	5
SOUTH DAKOTA.....	76	22	2
NEW YORK.....	72	25	3
WEST VIRGINIA.....	72	19	9
KENTUCKY.....	71	21	7
MISSISSIPPI.....	71	24	5
WISCONSIN.....	71	24	4
MAINE.....	69	27	4
FLORIDA.....	65	27	8
NEW JERSEY.....	65	25	10
NORTH DAKOTA.....	65	27	8
OKLAHOMA.....	65	23	12
VIRGINIA.....	65	29	6
IOWA.....	63	31	6
MINNESOTA.....	63	30	7
NEW HAMPSHIRE.....	63	32	5
NEW MEXICO.....	63	27	10
PENNSYLVANIA.....	63	29	9
RHODE ISLAND.....	63	32	4
ARKANSAS.....	62	31	7
HAWAII.....	62	33	5
MARYLAND.....	62	32	6
NORTH CAROLINA.....	62	26	11
OHIO.....	62	32	7
LOUISIANA.....	61	24	15
DELAWARE.....	60	30	10
GEORGIA.....	60	27	12
MASSACHUSETTS.....	60	36	4
ILLINOIS.....	59	35	7
MISSOURI.....	59	33	8
ALABAMA.....	58	33	9
NEBRASKA.....	58	34	8
NEVADA.....	58	30	12
TENNESSEE.....	58	31	11
COLORADO.....	57	29	14
TEXAS.....	57	32	11
WASHINGTON.....	57	30	14
INDIANA.....	56	36	8
ARIZONA.....	55	32	13
CONNECTICUT.....	55	36	9
KANSAS.....	54	33	13
VERMONT.....	54	38	8
WYOMING.....	54	35	11
IDAHO.....	53	40	7
MICHIGAN.....	52	38	9
OREGON.....	52	35	13
MONTANA.....	51	39	10
ALASKA.....	50	38	13
UTAH.....	45	38	17
CALIFORNIA.....	43	34	23

Figures may not add up to 100 because of rounding.

Table 15

PROGRAMS FOR THE GIFTED

	Better	No Change	Worse
ALL TEACHERS	58%	31%	11%
ARKANSAS	90	7	3
SOUTH CAROLINA	79	16	5
INDIANA	77	21	3
SOUTH DAKOTA	76	17	6
KENTUCKY	75	21	4
VIRGINIA	74	21	5
HAWAII	72	21	6
TENNESSEE	68	23	10
WEST VIRGINIA	68	24	8
OHIO	67	23	9
LOUISIANA	66	27	7
MARYLAND	66	28	6
MAINE	65	33	2
NEW JERSEY	63	28	9
MICHIGAN	62	30	8
NEW YORK	60	31	8
TEXAS	60	30	10
FLORIDA	59	32	10
IOWA	59	31	9
MISSISSIPPI	59	34	8
NEBRASKA	58	36	7
WYOMING	58	25	17
COLORADO	57	32	11
MINNESOTA	57	32	11
OKLAHOMA	57	27	16
ALABAMA	56	32	11
CONNECTICUT	56	38	7
RHODE ISLAND	56	36	8
WASHINGTON	56	32	12
WISCONSIN	56	35	9
ARIZONA	55	35	10
DELAWARE	54	37	8
MISSOURI	54	37	9
NORTH CAROLINA	54	33	13
PENNSYLVANIA	54	37	9
ILLINOIS	53	37	10
GEORGIA	52	36	12
KANSAS	52	41	7
NEW HAMPSHIRE	51	42	7
UTAH	51	33	16
NEW MEXICO	50	31	19
NEVADA	45	43	11
MASSACHUSETTS	44	45	11
MONTANA	42	39	18
OREGON	42	38	21
ALASKA	40	39	21
IDAHO	38	51	11
CALIFORNIA	36	37	27
NORTH DAKOTA	35	47	18
VERMONT	31	54	15

Figures may not add up to 100 because of rounding.

Table 16

PRE-KINDERGARTEN PROGRAMS

	Better	No Change	Worse
ALL TEACHERS.....	44%	49%	7%
SOUTH CAROLINA.....	75	21	3
MICHIGAN.....	72	25	3
MISSOURI.....	68	29	3
MISSISSIPPI.....	67	31	1
TEXAS.....	67	27	6
LOUISIANA.....	62	31	8
MINNESOTA.....	60	38	2
DELAWARE.....	58	37	5
ALABAMA.....	56	40	4
MASSACHUSETTS.....	55	43	2
KENTUCKY.....	52	43	5
GEORGIA.....	49	46	5
NEW MEXICO.....	49	44	7
CONNECTICUT.....	48	47	5
MARYLAND.....	48	45	7
SOUTH DAKOTA.....	47	47	6
ILLINOIS.....	45	47	7
VERMONT.....	45	51	4
FLORIDA.....	44	46	10
VIRGINIA.....	44	51	5
MAINE.....	42	54	4
IOWA.....	41	55	3
ARIZONA.....	40	53	7
RHODE ISLAND.....	40	55	5
WISCONSIN.....	40	55	5
WASHINGTON.....	39	56	5
HAWAII.....	37	57	6
NEW JERSEY.....	37	49	14
NORTH CAROLINA.....	37	58	5
WEST VIRGINIA.....	37	53	10
NEBRASKA.....	36	59	6
OKLAHOMA.....	36	53	11
TENNESSEE.....	36	56	7
CALIFORNIA.....	33	48	19
KANSAS.....	33	61	6
ALASKA.....	31	52	17
INDIANA.....	31	63	6
NEW YORK.....	31	66	3
OHIO.....	31	63	6
MONTANA.....	30	63	6
WYOMING.....	30	64	6
ARKANSAS.....	29	67	5
PENNSYLVANIA.....	29	64	7
COLORADO.....	28	61	12
NORTH DAKOTA.....	26	65	9
OREGON.....	25	66	10
NEVADA.....	22	63	15
NEW HAMPSHIRE.....	20	76	4
IDAHO.....	16	74	10
UTAH.....	12	60	27

Figures may not add up to 100 because of rounding.

Table 17

GUIDANCE SERVICES

	Better	No Change	Worse
ALL TEACHERS.....	38%	41%	21%
ARKANSAS.....	69	21	10
SOUTH DAKOTA.....	67	25	9
NORTH CAROLINA.....	64	25	11
TENNESSEE.....	62	26	12
SOUTH CAROLINA.....	59	30	12
VERMONT.....	55	33	12
MAINE.....	54	31	15
DELAWARE.....	49	34	16
KENTUCKY.....	47	37	16
MISSISSIPPI.....	46	40	14
FLORIDA.....	45	35	20
GEORGIA.....	45	44	11
HAWAII.....	45	42	12
NEW JERSEY.....	42	37	21
TEXAS.....	42	43	15
VIRGINIA.....	42	41	17
NEVADA.....	41	36	23
OHIO.....	41	41	18
WEST VIRGINIA.....	41	37	21
NEW HAMPSHIRE.....	40	46	15
NORTH DAKOTA.....	40	35	25
WISCONSIN.....	40	42	17
MARYLAND.....	39	47	14
MISSOURI.....	39	44	17
MONTANA.....	39	41	20
OKLAHOMA.....	39	28	33
NEBRASKA.....	38	47	14
PENNSYLVANIA.....	38	44	18
ARIZONA.....	36	36	27
IOWA.....	36	44	20
NEW MEXICO.....	36	40	24
ALABAMA.....	35	43	22
OREGON.....	35	38	27
KANSAS.....	34	49	16
LOUISIANA.....	34	39	26
MINNESOTA.....	34	49	16
MASSACHUSETTS.....	33	53	14
NEW YORK.....	33	47	19
WYOMING.....	33	43	24
CONNECTICUT.....	32	54	15
IDAHO.....	32	46	22
INDIANA.....	31	49	20
COLORADO.....	30	40	30
ILLINOIS.....	30	44	26
RHODE ISLAND.....	29	48	23
ALASKA.....	27	30	43
WASHINGTON.....	27	44	29
CALIFORNIA.....	24	29	46
MICHIGAN.....	23	52	25
UTAH.....	20	36	44

Figures may not add up to 100 because of rounding.

Table 18

AFTER-SCHOOL PROGRAMS

	Better	No Change	Worse
ALL TEACHERS.....	32%	55%	13%
MICHIGAN.....	45	43	12
NORTH CAROLINA.....	43	47	10
DELAWARE.....	42	49	10
MARYLAND.....	42	48	11
KENTUCKY.....	40	50	10
VIRGINIA.....	40	51	9
ARIZONA.....	38	48	14
HAWAII.....	38	52	10
NEW JERSEY.....	38	45	17
TENNESSEE.....	38	51	11
ALABAMA.....	37	53	10
INDIANA.....	37	55	8
SOUTH CAROLINA.....	37	49	14
FLORIDA.....	36	46	17
LOUISIANA.....	36	48	16
MAINE.....	34	63	3
NEBRASKA.....	34	60	6
NEVADA.....	33	49	17
NEW YORK.....	33	56	10
TEXAS.....	33	57	10
CONNECTICUT.....	32	58	10
GEORGIA.....	32	58	10
MASSACHUSETTS.....	32	56	12
NEW HAMPSHIRE.....	32	59	9
OHIO.....	32	54	14
WYOMING.....	32	56	13
VERMONT.....	31	60	8
WEST VIRGINIA.....	31	55	15
SOUTH DAKOTA.....	30	60	10
MINNESOTA.....	29	62	9
MISSISSIPPI.....	28	62	10
UTAH.....	28	46	26
COLORADO.....	27	59	14
IOWA.....	27	65	9
OKLAHOMA.....	27	54	18
MISSOURI.....	26	65	9
ARKANSAS.....	25	66	9
CALIFORNIA.....	25	49	25
NORTH DAKOTA.....	25	66	9
ILLINOIS.....	24	59	17
MONTANA.....	24	57	20
WISCONSIN.....	24	64	13
WASHINGTON.....	23	62	15
RHODE ISLAND.....	22	63	15
KANSAS.....	21	73	5
NEW MEXICO.....	21	63	16
PENNSYLVANIA.....	21	65	14
IDAHO.....	19	69	12
OREGON.....	19	63	18
ALASKA.....	17	44	39

Figures may not add up to 100 because of rounding.

Table 19

USE OF TECHNOLOGY FOR TEACHING

	Better	No Change	Worse
ALL TEACHERS.....	74%	21%	5%
NORTH CAROLINA.....	85	13	2
NEBRASKA.....	83	14	2
MINNESOTA.....	82	16	3
GEORGIA.....	81	16	4
IOWA.....	80	16	3
SOUTH CAROLINA.....	80	16	4
OHIO.....	79	16	5
HAWAII.....	78	18	3
NEW HAMPSHIRE.....	78	19	3
NEW YORK.....	78	20	2
SOUTH DAKOTA.....	78	20	3
VERMONT.....	78	19	3
ARIZONA.....	77	18	5
INDIANA.....	77	20	3
WYOMING.....	77	17	6
DELAWARE.....	76	20	4
MARYLAND.....	76	21	3
NORTH DAKOTA.....	76	19	5
COLORADO.....	75	20	5
WEST VIRGINIA.....	75	20	6
CALIFORNIA.....	74	16	10
KANSAS.....	74	24	2
KENTUCKY.....	74	21	5
MASSACHUSETTS.....	74	24	2
MISSOURI.....	74	21	5
PENNSYLVANIA.....	74	21	5
WISCONSIN.....	74	23	3
OREGON.....	73	21	6
TENNESSEE.....	73	23	4
ILLINOIS.....	72	23	5
MICHIGAN.....	72	21	7
NEVADA.....	72	23	5
TEXAS.....	72	24	4
ARKANSAS.....	71	27	2
MONTANA.....	71	24	5
VIRGINIA.....	71	23	6
ALABAMA.....	70	24	6
FLORIDA.....	70	23	6
MAINE.....	70	29	1
NEW JERSEY.....	70	22	8
CONNECTICUT.....	69	27	4
OKLAHOMA.....	68	19	13
RHODE ISLAND.....	68	24	8
WASHINGTON.....	68	26	6
NEW MEXICO.....	67	26	7
LOUISIANA.....	65	24	10
IDAHO.....	63	32	6
MISSISSIPPI.....	63	30	7
UTAH.....	62	24	13
ALASKA.....	58	31	11

Figures may not add up to 100 because of rounding.

Table 20

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

	Better	No Change	Worse
ALL TEACHERS.....	61%	29%	10%
GEORGIA.....	72	22	6
NORTH CAROLINA.....	70	20	9
RHODE ISLAND.....	70	18	11
NEW JERSEY.....	68	24	8
SOUTH CAROLINA.....	68	22	9
WEST VIRGINIA.....	67	23	11
TEXAS.....	66	26	8
CONNECTICUT.....	65	29	6
DELAWARE.....	65	24	10
KENTUCKY.....	65	28	7
NEBRASKA.....	65	29	7
NORTH DAKOTA.....	65	24	11
PENNSYLVANIA.....	65	28	7
SOUTH DAKOTA.....	65	30	6
ARIZONA.....	64	26	10
CALIFORNIA.....	64	24	13
MAINE.....	64	32	4
MICHIGAN.....	64	27	9
HAWAII.....	63	32	5
LOUISIANA.....	62	23	16
OHIO.....	62	27	11
FLORIDA.....	61	26	13
IOWA.....	61	32	7
VERMONT.....	61	31	9
INDIANA.....	59	30	11
WASHINGTON.....	59	27	14
ALABAMA.....	58	33	9
MISSOURI.....	58	31	11
MONTANA.....	58	30	12
TENNESSEE.....	58	32	9
MARYLAND.....	57	32	11
MASSACHUSETTS.....	57	36	7
MISSISSIPPI.....	57	30	13
WISCONSIN.....	57	35	9
WYOMING.....	57	30	13
COLORADO.....	56	31	13
ILLINOIS.....	56	36	8
KANSAS.....	56	38	6
OREGON.....	56	35	9
MINNESOTA.....	55	37	8
NEW HAMPSHIRE.....	55	34	12
VIRGINIA.....	55	34	11
OKLAHOMA.....	54	26	19
NEW MEXICO.....	53	32	15
NEVADA.....	52	33	15
NEW YORK.....	52	39	9
ALASKA.....	50	35	15
IDAHO.....	50	30	20
ARKANSAS.....	48	44	8
UTAH.....	31	35	34

Figures may not add up to 100 because of rounding.

Table 21

INSTRUCTION TAILORED TO STUDENT NEEDS

	Better	No Change	Worse
ALL TEACHERS.....	58%	34%	8%
SOUTH CAROLINA.....	78	16	6
MISSISSIPPI.....	75	20	5
GEORGIA.....	73	23	4
SOUTH DAKOTA.....	73	26	2
ARKANSAS.....	71	23	6
NORTH CAROLINA.....	70	25	4
NORTH DAKOTA.....	68	25	7
LOUISIANA.....	67	21	12
MAINE.....	66	32	2
TENNESSEE.....	66	26	8
VIRGINIA.....	66	27	6
ARIZONA.....	65	28	7
HAWAII.....	65	30	5
KENTUCKY.....	63	30	8
OHIO.....	63	30	7
TEXAS.....	63	27	10
WEST VIRGINIA.....	63	30	7
WYOMING.....	63	33	4
NEBRASKA.....	62	34	4
ALABAMA.....	61	32	7
COLORADO.....	61	33	6
MARYLAND.....	61	32	7
OKLAHOMA.....	61	30	10
OREGON.....	61	33	6
NEW HAMPSHIRE.....	60	36	4
NEW MEXICO.....	60	31	10
NEW JERSEY.....	59	31	10
VERMONT.....	59	35	5
DELAWARE.....	58	35	7
IOWA.....	58	35	7
MICHIGAN.....	58	35	7
RHODE ISLAND.....	58	34	8
MISSOURI.....	57	35	7
INDIANA.....	56	36	9
MONTANA.....	56	36	8
NEVADA.....	56	35	9
FLORIDA.....	55	35	10
CONNECTICUT.....	54	40	5
KANSAS.....	54	41	5
MINNESOTA.....	54	43	3
UTAH.....	53	36	11
IDAHO.....	52	41	7
PENNSYLVANIA.....	52	40	8
WASHINGTON.....	51	40	9
WISCONSIN.....	51	39	10
MASSACHUSETTS.....	50	45	6
ILLINOIS.....	49	42	8
NEW YORK.....	49	45	5
ALASKA.....	47	40	14
CALIFORNIA.....	47	36	17

Figures may not add up to 100 because of rounding.

Table 22

ORDERLINESS OF CLASSROOMS

	Better	No Change	Worse
ALL TEACHERS.....	42%	42%	16%
MISSISSIPPI.....	56	28	16
SOUTH CAROLINA.....	56	29	15
NORTH CAROLINA.....	54	28	18
LOUISIANA.....	53	27	20
ARIZONA.....	51	39	11
GEORGIA.....	50	31	19
RHODE ISLAND.....	50	40	10
TEXAS.....	49	36	16
WEST VIRGINIA.....	49	32	19
HAWAII.....	47	40	13
ALABAMA.....	46	31	22
NORTH DAKOTA.....	46	45	9
SOUTH DAKOTA.....	46	46	8
ALASKA.....	45	42	13
DELAWARE.....	44	37	19
KENTUCKY.....	44	34	22
MARYLAND.....	44	40	16
MONTANA.....	44	45	11
OKLAHOMA.....	44	33	22
NEW MEXICO.....	43	38	19
OHIO.....	43	42	15
IOWA.....	42	43	14
MICHIGAN.....	42	40	17
NEVADA.....	42	39	19
NEW JERSEY.....	42	43	15
WASHINGTON.....	42	42	16
WYOMING.....	42	49	9
ARKANSAS.....	41	42	16
MISSOURI.....	41	44	15
CALIFORNIA.....	40	43	17
FLORIDA.....	40	34	27
WISCONSIN.....	40	46	15
COLORADO.....	38	44	18
MAINE.....	38	54	8
NEW YORK.....	38	53	10
OREGON.....	38	51	11
PENNSYLVANIA.....	38	45	17
MINNESOTA.....	37	52	11
IDAHO.....	36	51	13
NEBRASKA.....	36	51	13
UTAH.....	36	48	16
VERMONT.....	36	54	10
VIRGINIA.....	36	40	23
ILLINOIS.....	35	50	14
INDIANA.....	35	46	19
MASSACHUSETTS.....	35	53	12
NEW HAMPSHIRE.....	35	55	10
TENNESSEE.....	35	39	26
CONNECTICUT.....	34	52	15
KANSAS.....	34	54	12

Figures may not add up to 100 because of rounding.

Table 23

FISCAL RESOURCES AVAILABLE TO SCHOOL

	Better	No Change	Worse
ALL TEACHERS.....	34%	28%	38%
GEORGIA.....	64	23	14
SOUTH CAROLINA.....	57	18	25
HAWAII.....	52	31	17
KENTUCKY.....	51	31	18
NORTH CAROLINA.....	51	34	15
CONNECTICUT.....	49	32	19
DELAWARE.....	48	24	28
VIRGINIA.....	48	29	22
RHODE ISLAND.....	46	30	23
MISSISSIPPI.....	44	36	20
FLORIDA.....	43	28	29
MASSACHUSETTS.....	43	22	35
IOWA.....	42	24	34
NEW YORK.....	42	38	20
VERMONT.....	41	40	19
INDIANA.....	40	33	27
ALABAMA.....	38	31	31
MAINE.....	38	43	19
MARYLAND.....	36	34	30
PENNSYLVANIA.....	34	36	30
TENNESSEE.....	34	38	28
LOUISIANA.....	33	18	48
MISSOURI.....	33	37	30
TEXAS.....	33	22	45
NEVADA.....	32	33	34
NEW HAMPSHIRE.....	32	42	26
MICHIGAN.....	31	31	38
NEW JERSEY.....	30	39	31
OKLAHOMA.....	28	11	61
WEST VIRGINIA.....	28	22	50
KANSAS.....	27	34	39
OHIO.....	26	25	49
SOUTH DAKOTA.....	26	33	41
WISCONSIN.....	26	33	40
ARIZONA.....	25	33	42
CALIFORNIA.....	25	18	57
MINNESOTA.....	22	29	49
NEBRASKA.....	22	30	49
NEW MEXICO.....	22	21	57
ARKANSAS.....	21	35	44
ILLINOIS.....	21	26	53
IDAHO.....	20	32	49
COLORADO.....	16	20	64
NORTH DAKOTA.....	16	16	68
WASHINGTON.....	15	27	59
OREGON.....	12	25	63
WYOMING.....	12	12	76
UTAH.....	10	17	73
MONTANA.....	9	16	75
ALASKA.....	8	16	76

Figures may not add up to 100 because of rounding.

Table 24

SERIOUSNESS OF STUDENTS

	Better	No Change	Worse
ALL TEACHERS.....	32%	38%	30%
SOUTH CAROLINA.....	52	30	18
RHODE ISLAND.....	41	36	23
HAWAII.....	40	35	25
NORTH DAKOTA.....	39	42	19
KENTUCKY.....	38	30	32
MISSISSIPPI.....	38	33	29
OKLAHOMA.....	38	29	33
VERMONT.....	38	44	18
DELAWARE.....	37	35	28
TEXAS.....	37	35	27
ALASKA.....	36	44	20
CALIFORNIA.....	36	38	26
MAINE.....	36	45	18
MONTANA.....	36	42	21
WISCONSIN.....	36	35	29
WYOMING.....	36	41	23
MARYLAND.....	35	31	34
ARIZONA.....	34	41	25
IOWA.....	34	39	27
MISSOURI.....	34	38	28
VIRGINIA.....	34	39	27
LOUISIANA.....	33	34	33
GEORGIA.....	32	35	33
MICHIGAN.....	32	40	27
NEW JERSEY.....	32	38	30
NEBRASKA.....	31	48	22
NORTH CAROLINA.....	31	34	36
PENNSYLVANIA.....	31	38	32
SOUTH DAKOTA.....	31	49	20
ARKANSAS.....	30	37	33
INDIANA.....	30	33	37
MINNESOTA.....	30	45	25
NEW MEXICO.....	30	33	37
OREGON.....	30	48	22
WEST VIRGINIA.....	30	32	37
ALABAMA.....	29	30	41
CONNECTICUT.....	29	42	29
NEW HAMPSHIRE.....	29	49	23
OHIO.....	29	37	34
WASHINGTON.....	29	44	26
COLORADO.....	28	40	33
FLORIDA.....	28	32	40
MASSACHUSETTS.....	28	42	30
NEVADA.....	28	40	32
TENNESSEE.....	28	33	38
UTAH.....	28	46	26
NEW YORK.....	27	47	26
IDAHO.....	26	45	29
KANSAS.....	26	46	28
ILLINOIS.....	25	47	28

Figures may not add up to 100 because of rounding.

Table 25

CLASSROOM INTERRUPTIONS

	Better	No Change	Worse
ALL TEACHERS	27%	51%	22%
SOUTH CAROLINA	68	21	11
TEXAS	56	33	12
NORTH CAROLINA	40	44	16
MISSISSIPPI	38	44	17
GEORGIA	35	47	17
VIRGINIA	35	41	23
KENTUCKY	34	50	16
DELAWARE	31	44	26
WYOMING	31	56	14
ARIZONA	30	50	21
OREGON	30	53	17
NEVADA	29	48	23
NORTH DAKOTA	29	60	11
ALABAMA	28	45	27
TENNESSEE	28	51	21
WEST VIRGINIA	28	45	26
LOUISIANA	27	48	26
CALIFORNIA	26	48	26
NEW MEXICO	26	49	24
RHODE ISLAND	26	51	23
HAWAII	25	60	15
ALASKA	24	61	14
COLORADO	24	52	23
IOWA	23	54	23
MAINE	23	58	19
MARYLAND	23	54	23
NEW JERSEY	23	52	26
VERMONT	23	60	17
INDIANA	22	54	24
MISSOURI	22	59	19
NEW YORK	21	54	25
UTAH	21	58	21
WASHINGTON	21	54	25
FLORIDA	20	51	29
IDAHO	20	58	22
KANSAS	20	65	15
NEW HAMPSHIRE	20	62	19
WISCONSIN	20	61	19
ILLINOIS	19	60	21
NEBRASKA	19	66	15
OHIO	19	54	27
OKLAHOMA	19	56	25
ARKANSAS	18	61	21
CONNECTICUT	18	57	25
MONTANA	18	65	17
PENNSYLVANIA	18	53	28
SOUTH DAKOTA	18	65	17
MICHIGAN	17	59	23
MASSACHUSETTS	16	63	21
MINNESOTA	16	60	24

Figures may not add up to 100 because of rounding.

Table 26

ACHIEVEMENT TESTING OF STUDENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	63%	33%	4%
GEORGIA.....	85	13	2
SOUTH CAROLINA.....	85	14	1
INDIANA.....	82	14	3
MISSISSIPPI.....	78	21	2
ARKANSAS.....	77	21	3
TENNESSEE.....	77	21	2
MISSOURI.....	75	24	1
TEXAS.....	75	24	2
ALABAMA.....	74	24	2
ARIZONA.....	71	26	3
MARYLAND.....	71	28	1
KENTUCKY.....	70	25	5
OKLAHOMA.....	69	27	4
CONNECTICUT.....	68	28	4
NEW JERSEY.....	68	30	2
OHIO.....	67	30	3
NORTH CAROLINA.....	66	23	11
VIRGINIA.....	63	34	3
FLORIDA.....	62	35	4
LOUISIANA.....	62	23	15
NEW HAMPSHIRE.....	62	34	4
MASSACHUSETTS.....	61	37	2
NEW MEXICO.....	60	35	5
CALIFORNIA.....	59	34	7
COLORADO.....	59	36	5
MICHIGAN.....	59	38	4
RHODE ISLAND.....	59	37	5
ILLINOIS.....	58	39	3
KANSAS.....	58	40	2
MAINE.....	58	40	2
HAWAII.....	57	40	3
DELAWARE.....	54	44	3
NEW YORK.....	54	43	3
PENNSYLVANIA.....	53	46	2
SOUTH DAKOTA.....	52	45	3
IDAHO.....	50	43	7
MINNESOTA.....	50	47	3
WASHINGTON.....	50	44	6
UTAH.....	49	45	6
WEST VIRGINIA.....	49	46	4
WISCONSIN.....	47	46	7
NEVADA.....	46	49	5
OREGON.....	46	50	3
WYOMING.....	44	49	7
ALASKA.....	42	47	11
IOWA.....	38	59	3
MONTANA.....	37	58	5
NEBRASKA.....	37	59	4
NORTH DAKOTA.....	32	63	5
VERMONT.....	24	71	4

Figures may not add up to 100 because of rounding.

Table 27

TESTS FOR GRADUATION OR PROMOTION

	Increased	No Change	Decreased
ALL TEACHERS	50%	47%	3%
ARKANSAS	90	9	1
SOUTH CAROLINA	84	15	1
TEXAS	82	18	0
INDIANA	81	17	2
MISSISSIPPI	80	19	1
GEORGIA	79	21	1
NORTH CAROLINA	69	29	2
TENNESSEE	67	29	4
ALABAMA	66	32	2
NEW MEXICO	61	34	5
NEW JERSEY	59	37	3
MARYLAND	58	39	3
MISSOURI	54	44	2
LOUISIANA	53	42	5
FLORIDA	50	47	3
NEW YORK	50	47	3
VIRGINIA	49	47	5
OHIO	48	49	3
ARIZONA	47	50	3
HAWAII	46	50	4
CALIFORNIA	45	50	5
CONNECTICUT	42	56	3
ILLINOIS	39	55	6
KENTUCKY	38	54	7
NEVADA	37	60	3
UTAH	36	59	6
IDAHO	35	61	4
MASSACHUSETTS	35	62	3
DELAWARE	32	64	3
WISCONSIN	32	64	5
MAINE	31	66	3
OREGON	31	66	3
COLORADO	30	64	5
KANSAS	29	68	3
MICHIGAN	26	69	5
PENNSYLVANIA	26	70	5
MINNESOTA	25	71	4
OKLAHOMA	25	71	4
RHODE ISLAND	25	72	3
WEST VIRGINIA	24	69	7
WYOMING	21	73	6
ALASKA	19	76	5
NEW HAMPSHIRE	19	78	3
SOUTH DAKOTA	19	77	4
NEBRASKA	18	78	5
WASHINGTON	17	80	3
IOWA	15	83	2
MONTANA	15	84	1
NORTH DAKOTA	12	86	2
VERMONT	12	86	3

Figures may not add up to 100 because of rounding.

Table 28

POLITICAL INTERFERENCE IN EDUCATION

	Increased	No Change	Decreased
ALL TEACHERS	59%	37%	4%
ARKANSAS	90	8	2
TEXAS	81	18	1
INDIANA	76	21	4
GEORGIA	74	23	3
NEW MEXICO	74	22	4
ILLINOIS	71	25	4
TENNESSEE	70	27	3
SOUTH CAROLINA	68	28	5
UTAH	67	22	11
WEST VIRGINIA	65	29	6
MISSISSIPPI	64	30	6
LOUISIANA	63	29	8
NORTH CAROLINA	63	34	3
ARIZONA	62	33	5
CALIFORNIA	62	33	5
OHIO	61	36	3
MISSOURI	60	37	4
IOWA	59	36	4
MAINE	59	40	0
ALABAMA	57	39	5
COLORADO	57	32	11
FLORIDA	57	38	5
MONTANA	56	38	6
VIRGINIA	56	41	3
WASHINGTON	56	36	7
ALASKA	55	40	5
CONNECTICUT	55	41	3
DELAWARE	54	43	2
MARYLAND	54	42	4
NEW JERSEY	54	44	2
WISCONSIN	54	42	4
OKLAHOMA	53	45	2
NEBRASKA	52	41	7
MINNESOTA	51	46	3
OREGON	51	48	1
KENTUCKY	49	45	6
WYOMING	49	47	4
HAWAII	47	49	4
IDAHO	46	51	4
NEW YORK	45	53	2
SOUTH DAKOTA	45	53	2
VERMONT	45	54	2
NEVADA	44	52	4
PENNSYLVANIA	42	54	4
NORTH DAKOTA	41	56	4
KANSAS	40	55	5
MASSACHUSETTS	39	60	1
RHODE ISLAND	39	55	6
MICHIGAN	38	57	4
NEW HAMPSHIRE	36	61	3

Figures may not add up to 100 because of rounding.

Table 29

STATE REGULATION OF LOCAL SCHOOL

	Increased	No Change	Decreased
ALL TEACHERS.....	57%	38%	5%
ARKANSAS.....	92	5	3
GEORGIA.....	85	14	1
INDIANA.....	82	16	2
TEXAS.....	80	16	4
SOUTH CAROLINA.....	77	18	5
MISSISSIPPI.....	74	22	4
CONNECTICUT.....	72	27	0
NEW MEXICO.....	69	24	7
TENNESSEE.....	68	28	5
NORTH CAROLINA.....	65	33	2
ILLINOIS.....	64	29	7
NEW YORK.....	64	34	2
IOWA.....	61	36	3
MISSOURI.....	61	35	4
KENTUCKY.....	60	35	4
MAINE.....	60	34	6
RHODE ISLAND.....	60	37	3
OHIO.....	59	37	4
CALIFORNIA.....	58	32	10
FLORIDA.....	58	36	5
VIRGINIA.....	54	41	5
WEST VIRGINIA.....	54	36	10
WISCONSIN.....	54	42	4
NEW JERSEY.....	53	45	2
OKLAHOMA.....	53	41	6
UTAH.....	53	34	13
VERMONT.....	51	45	4
ARIZONA.....	49	46	5
DELAWARE.....	49	48	3
WASHINGTON.....	47	47	6
SOUTH DAKOTA.....	46	50	5
MINNESOTA.....	45	48	7
NEBRASKA.....	43	47	10
PENNSYLVANIA.....	42	54	4
IDAHO.....	38	59	3
MASSACHUSETTS.....	38	58	4
NEW HAMPSHIRE.....	38	59	3
ALABAMA.....	37	53	9
COLORADO.....	36	48	16
NEVADA.....	35	60	5
OREGON.....	35	61	4
LOUISIANA.....	33	50	17
MONTANA.....	32	54	14
HAWAII.....	31	61	8
WYOMING.....	29	65	7
KANSAS.....	28	65	7
MARYLAND.....	27	66	7
NORTH DAKOTA.....	26	66	8
ALASKA.....	25	63	12
MICHIGAN.....	24	73	3

Figures may not add up to 100 because of rounding.

Table 30

BURDEN OF BUREAUCRATIC PAPERWORK

	Increased	No Change	Decreased
ALL TEACHERS.....	52%	40%	8%
RHODE ISLAND.....	37	43	19
KENTUCKY.....	43	41	16
ALABAMA.....	51	36	13
LOUISIANA.....	50	36	13
FLORIDA.....	53	35	12
NORTH DAKOTA.....	32	56	12
INDIANA.....	40	48	11
NEW MEXICO.....	56	34	11
NORTH CAROLINA.....	57	31	11
SOUTH DAKOTA.....	39	50	11
COLORADO.....	49	40	10
MONTANA.....	37	54	10
NEVADA.....	48	43	10
PENNSYLVANIA.....	45	45	10
TEXAS.....	61	29	10
CONNECTICUT.....	46	45	9
IOWA.....	45	46	9
KANSAS.....	39	52	9
MARYLAND.....	44	47	9
MASSACHUSETTS.....	41	50	9
OKLAHOMA.....	54	36	9
OREGON.....	47	44	9
WYOMING.....	50	41	9
ARIZONA.....	51	41	8
CALIFORNIA.....	52	40	8
DELAWARE.....	55	37	8
MICHIGAN.....	48	44	8
NEBRASKA.....	40	52	8
NEW YORK.....	47	46	8
VERMONT.....	41	51	8
WISCONSIN.....	42	50	8
GEORGIA.....	69	24	7
HAWAII.....	36	57	7
IDAHO.....	41	52	7
MAINE.....	42	52	7
MINNESOTA.....	51	42	7
NEW JERSEY.....	56	37	7
OHIO.....	57	36	7
SOUTH CAROLINA.....	70	23	7
TENNESSEE.....	61	32	7
UTAH.....	48	45	7
WASHINGTON.....	54	40	7
ALASKA.....	43	51	6
ILLINOIS.....	47	47	6
WEST VIRGINIA.....	64	31	6
MISSISSIPPI.....	67	27	5
MISSOURI.....	61	34	5
ARKANSAS.....	80	16	4
NEW HAMPSHIRE.....	43	53	4
VIRGINIA.....	59	38	3

Figures may not add up to 100 because of rounding.

Table 31

TEACHER SALARIES

	Increased	No Change	Decreased
ALL TEACHERS.....	59%	26%	15%
CONNECTICUT.....	91	7	2
DELAWARE.....	82	9	9
HAWAII.....	82	12	5
SOUTH CAROLINA.....	82	11	7
VIRGINIA.....	82	10	8
NEW YORK.....	80	15	5
NEW HAMPSHIRE.....	79	16	6
RHODE ISLAND.....	79	18	3
MAINE.....	78	19	3
KENTUCKY.....	76	18	6
IOWA.....	73	17	10
NORTH CAROLINA.....	72	19	10
GEORGIA.....	71	22	7
MISSISSIPPI.....	70	22	8
PENNSYLVANIA.....	70	20	10
VERMONT.....	69	24	7
MICHIGAN.....	68	24	8
NEW JERSEY.....	68	21	11
FLORIDA.....	64	20	16
WISCONSIN.....	64	26	11
NEVADA.....	63	23	13
OHIO.....	63	24	13
MISSOURI.....	62	26	12
MARYLAND.....	60	25	15
CALIFORNIA.....	58	22	20
INDIANA.....	58	29	13
ARIZONA.....	56	32	12
MASSACHUSETTS.....	56	31	13
TEXAS.....	54	33	13
TENNESSEE.....	52	34	14
IDAHO.....	49	32	18
ILLINOIS.....	49	35	16
OREGON.....	48	33	19
NEBRASKA.....	46	39	15
COLORADO.....	45	34	21
MINNESOTA.....	45	40	16
KANSAS.....	40	41	19
ALABAMA.....	38	40	22
SOUTH DAKOTA.....	32	39	29
ARKANSAS.....	30	37	33
NEW MEXICO.....	26	33	41
NORTH DAKOTA.....	25	39	36
WASHINGTON.....	25	37	38
MONTANA.....	22	37	41
ALASKA.....	21	31	49
WYOMING.....	20	33	47
OKLAHOMA.....	17	43	40
LOUISIANA.....	12	42	47
UTAH.....	10	34	57
WEST VIRGINIA.....	10	38	53

Figures may not add up to 100 because of rounding.

Table 32

CAREER LADDER ARRANGEMENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	26%	64%	10%
UTAH.....	77	12	11
TENNESSEE.....	74	14	11
TEXAS.....	71	18	11
NORTH CAROLINA.....	66	31	3
ALABAMA.....	64	21	15
MISSOURI.....	39	54	7
SOUTH CAROLINA.....	39	53	7
ARIZONA.....	37	56	7
GEORGIA.....	34	61	5
MAINE.....	29	70	2
VIRGINIA.....	29	61	10
CALIFORNIA.....	25	64	11
FLORIDA.....	25	58	17
HAWAII.....	24	67	9
KENTUCKY.....	24	69	7
CONNECTICUT.....	22	68	10
NEBRASKA.....	20	68	12
IOWA.....	19	73	8
COLORADO.....	18	73	8
DELAWARE.....	17	76	7
NORTH DAKOTA.....	16	71	14
IDAHO.....	15	78	7
MINNESOTA.....	15	76	8
MISSISSIPPI.....	15	76	9
OREGON.....	15	74	11
VERMONT.....	15	80	5
ARKANSAS.....	14	75	11
KANSAS.....	14	77	9
NEVADA.....	14	79	7
OHIO.....	13	80	8
WISCONSIN.....	13	77	10
INDIANA.....	12	80	8
WASHINGTON.....	12	80	8
MARYLAND.....	11	80	9
NEW JERSEY.....	11	73	16
NEW MEXICO.....	11	74	16
LOUISIANA.....	10	76	13
NEW HAMPSHIRE.....	10	83	7
SOUTH DAKOTA.....	10	73	16
ILLINOIS.....	9	77	14
MONTANA.....	9	70	20
MASSACHUSETTS.....	8	84	7
NEW YORK.....	8	85	6
ALASKA.....	7	61	31
PENNSYLVANIA.....	7	83	9
WYOMING.....	7	75	18
MICHIGAN.....	6	87	7
WEST VIRGINIA.....	6	79	15
OKLAHOMA.....	5	72	24
RHODE ISLAND.....	5	85	9

Figures may not add up to 100 because of rounding.

Table 33

JOB SECURITY

	Increased	No Change	Decreased
ALL TEACHERS.....	25%	59%	16%
RHODE ISLAND.....	45	46	9
HAWAII.....	43	55	3
DELAWARE.....	39	51	9
KENTUCKY.....	38	54	8
NEVADA.....	38	55	7
NORTH CAROLINA.....	35	52	12
SOUTH CAROLINA.....	33	56	12
VIRGINIA.....	32	51	16
CONNECTICUT.....	31	58	11
GEORGIA.....	31	57	12
MISSISSIPPI.....	31	53	16
OHIO.....	30	50	20
MICHIGAN.....	29	59	12
MISSOURI.....	29	60	11
PENNSYLVANIA.....	29	58	13
NEW HAMPSHIRE.....	28	64	8
TENNESSEE.....	28	58	14
MARYLAND.....	27	63	10
CALIFORNIA.....	26	62	12
FLORIDA.....	26	61	13
WISCONSIN.....	26	60	14
INDIANA.....	25	60	15
NEW YORK.....	24	69	7
TEXAS.....	24	55	21
ARIZONA.....	23	65	12
MASSACHUSETTS.....	23	63	15
NEW JERSEY.....	23	65	12
VERMONT.....	23	71	6
ALABAMA.....	22	63	15
COLORADO.....	22	58	20
IOWA.....	22	56	22
MINNESOTA.....	22	61	17
NEBRASKA.....	22	58	19
SOUTH DAKOTA.....	22	63	15
MAINE.....	21	73	6
ARKANSAS.....	20	67	13
IDAHO.....	20	63	17
OREGON.....	20	61	20
WEST VIRGINIA.....	18	51	30
KANSAS.....	17	67	16
WASHINGTON.....	17	71	12
ILLINOIS.....	16	60	24
LOUISIANA.....	15	61	24
NORTH DAKOTA.....	15	53	32
UTAH.....	13	56	31
MONTANA.....	12	47	41
OKLAHOMA.....	12	51	37
WYOMING.....	11	49	41
ALASKA.....	10	48	42
NEW MEXICO.....	5	27	68

Figures may not add up to 100 because of rounding.

Table 34

INSERVICE EDUCATION

	Increased	No Change	Decreased
ALL TEACHERS.....	51%	34%	15%
CONNECTICUT.....	75	21	4
MISSISSIPPI.....	72	14	15
ARKANSAS.....	69	18	13
SOUTH DAKOTA.....	68	25	7
GEORGIA.....	67	26	7
DELAWARE.....	66	23	11
NORTH CAROLINA.....	66	27	8
SOUTH CAROLINA.....	64	22	14
WASHINGTON.....	62	28	10
CALIFORNIA.....	60	27	13
COLORADO.....	60	27	13
MISSOURI.....	60	31	9
OKLAHOMA.....	60	25	16
KENTUCKY.....	56	33	11
MAINE.....	56	36	8
MONTANA.....	55	31	14
WYOMING.....	55	30	15
ARIZONA.....	54	33	13
KANSAS.....	54	33	13
MINNESOTA.....	53	34	13
HAWAII.....	52	42	6
NEVADA.....	52	38	10
NORTH DAKOTA.....	52	37	11
IDAHO.....	51	33	15
NEBRASKA.....	51	36	13
ALABAMA.....	50	37	13
FLORIDA.....	50	30	20
ILLINOIS.....	50	37	13
MARYLAND.....	50	39	11
NEW YORK.....	50	37	13
VERMONT.....	49	37	14
VIRGINIA.....	49	34	16
IOWA.....	48	38	14
LOUISIANA.....	47	28	25
OREGON.....	47	35	18
RHODE ISLAND.....	47	37	16
OHIO.....	46	39	15
UTAH.....	46	43	10
MICHIGAN.....	45	40	15
NEW HAMPSHIRE.....	45	38	17
INDIANA.....	43	38	20
PENNSYLVANIA.....	41	37	22
MASSACHUSETTS.....	40	43	17
TEXAS.....	40	40	20
WEST VIRGINIA.....	40	38	22
NEW JERSEY.....	39	37	24
TENNESSEE.....	39	38	22
WISCONSIN.....	39	44	17
ALASKA.....	38	38	24
NEW MEXICO.....	33	36	31

Figures may not add up to 100 because of rounding.

Table 35

TEACHER AWARDS

	Increased	No Change	Decreased
ALL TEACHERS.....	29%	56%	15%
SOUTH CAROLINA.....	58	32	10
CONNECTICUT.....	52	43	6
NEW JERSEY.....	49	39	12
NORTH CAROLINA.....	42	47	11
HAWAII.....	38	56	7
TENNESSEE.....	36	45	19
CALIFORNIA.....	35	47	18
COLORADO.....	35	49	17
VERMONT.....	35	57	8
KENTUCKY.....	34	54	13
LOUISIANA.....	34	45	21
MARYLAND.....	34	52	14
TEXAS.....	34	46	20
ARIZONA.....	33	58	9
MASSACHUSETTS.....	33	56	12
MISSISSIPPI.....	33	47	20
DELAWARE.....	32	55	12
FLORIDA.....	32	53	15
NEBRASKA.....	32	58	10
UTAH.....	32	44	24
VIRGINIA.....	30	56	14
WEST VIRGINIA.....	30	51	19
OHIO.....	28	57	15
WISCONSIN.....	28	58	14
MICHIGAN.....	27	60	13
IOWA.....	26	62	12
NEVADA.....	26	59	15
GEORGIA.....	24	59	17
IDAHO.....	24	64	12
MINNESOTA.....	24	67	9
MISSOURI.....	24	62	14
INDIANA.....	23	63	13
NORTH DAKOTA.....	23	56	21
MAINE.....	22	71	7
WYOMING.....	22	62	16
NEW YORK.....	21	67	12
PENNSYLVANIA.....	21	67	12
RHODE ISLAND.....	21	63	16
KANSAS.....	20	67	13
WASHINGTON.....	20	64	16
MONTANA.....	19	65	16
NEW HAMPSHIRE.....	19	71	11
OKLAHOMA.....	19	55	26
NEW MEXICO.....	18	58	25
ALABAMA.....	17	58	26
ARKANSAS.....	17	67	16
ILLINOIS.....	17	70	14
OREGON.....	16	71	13
ALASKA.....	15	60	24
SOUTH DAKOTA.....	15	67	18

Figures may not add up to 100 because of rounding.

Table 36

MONEY TO SUPPORT INNOVATIVE IDEAS

	Increased	No Change	Decreased
ALL TEACHERS	29%	42%	29%
MAINE	60	31	9
MASSACHUSETTS	57	24	19
SOUTH CAROLINA	54	27	19
KENTUCKY	48	36	15
IOWA	45	35	20
CONNECTICUT	43	40	17
INDIANA	40	43	17
HAWAII	38	48	14
MICHIGAN	38	37	24
VERMONT	38	47	15
NORTH CAROLINA	36	50	13
RHODE ISLAND	36	38	27
DELAWARE	35	43	22
NEW YORK	34	48	17
COLORADO	33	34	33
NEVADA	33	42	25
WEST VIRGINIA	32	32	36
MISSOURI	31	46	23
NEW JERSEY	31	43	26
VIRGINIA	31	46	23
CALIFORNIA	30	29	41
FLORIDA	30	41	30
MARYLAND	29	48	23
PENNSYLVANIA	29	45	26
ARIZONA	28	47	26
GEORGIA	27	52	21
MINNESOTA	27	43	30
OREGON	27	37	36
ILLINOIS	26	43	31
WASHINGTON	26	40	34
OHIO	25	43	32
MISSISSIPPI	24	46	30
NEW HAMPSHIRE	24	55	21
KANSAS	23	54	23
ALABAMA	22	54	24
NEBRASKA	22	50	28
TENNESSEE	20	52	27
WISCONSIN	20	51	29
UTAH	19	34	46
ARKANSAS	17	50	33
SOUTH DAKOTA	16	52	31
IDAHO	15	53	32
NEW MEXICO	15	35	51
TEXAS	15	46	39
WYOMING	15	36	49
ALASKA	14	31	56
NORTH DAKOTA	14	43	43
OKLAHOMA	14	36	49
LOUISIANA	13	39	49
MONTANA	13	38	49

Figures may not add up to 100 because of rounding.

Table 37

SUMMER FELLOWSHIPS

	Increased	No Change	Decreased
ALL TEACHERS	25%	59%	16%
CONNECTICUT	52	41	6
NORTH CAROLINA	49	43	8
KENTUCKY	45	49	6
SOUTH CAROLINA	44	40	16
GEORGIA	40	48	12
FLORIDA	38	44	18
MASSACHUSETTS	35	54	11
DELAWARE	34	56	10
HAWAII	32	60	9
TENNESSEE	31	56	13
INDIANA	30	57	12
NEW YORK	30	58	12
MAINE	27	67	6
MARYLAND	26	56	18
MISSOURI	26	62	12
NEVADA	26	59	15
NEW HAMPSHIRE	25	67	8
VIRGINIA	25	59	16
ALABAMA	24	61	15
CALIFORNIA	24	47	29
MISSISSIPPI	24	59	17
COLORADO	23	57	20
OHIO	23	65	12
WEST VIRGINIA	23	56	21
LOUISIANA	22	55	23
MONTANA	22	58	21
NEBRASKA	22	68	10
IOWA	21	63	16
WISCONSIN	21	66	14
ALASKA	20	52	29
ARKANSAS	20	63	16
IDAHO	20	69	11
NEW JERSEY	20	60	20
RHODE ISLAND	20	66	14
VERMONT	20	68	12
TEXAS	19	67	14
MINNESOTA	18	69	13
WASHINGTON	18	67	15
ILLINOIS	17	63	20
PENNSYLVANIA	17	65	18
SOUTH DAKOTA	17	70	14
MICHIGAN	16	72	12
UTAH	15	58	27
WYOMING	15	61	24
ARIZONA	14	72	14
OREGON	14	75	11
NORTH DAKOTA	13	62	24
KANSAS	12	76	12
NEW MEXICO	12	59	29
OKLAHOMA	7	67	26

Figures may not add up to 100 because of rounding.

Table 38

TEACHER TRAVEL FUND

	Increased	No Change	Decreased
ALL TEACHERS.....	13%	53%	34%
NORTH CAROLINA.....	25	51	24
SOUTH CAROLINA.....	25	47	28
CONNECTICUT.....	24	56	21
GEORGIA.....	23	61	16
KENTUCKY.....	22	59	19
SOUTH DAKOTA.....	20	59	21
IOWA.....	19	56	24
VERMONT.....	17	64	19
VIRGINIA.....	17	53	30
HAWAII.....	16	68	17
MAINE.....	16	69	15
NEW YORK.....	16	59	25
OHIO.....	16	54	30
OREGON.....	16	41	43
MICHIGAN.....	15	55	30
MONTANA.....	15	33	52
PENNSYLVANIA.....	15	56	29
WASHINGTON.....	15	54	31
COLORADO.....	14	48	38
IDAHO.....	14	54	32
WYOMING.....	14	29	58
CALIFORNIA.....	13	38	49
DELAWARE.....	13	58	29
FLORIDA.....	13	45	42
MINNESOTA.....	13	58	28
NEVADA.....	13	56	31
ALABAMA.....	12	54	34
MASSACHUSETTS.....	12	55	33
MISSISSIPPI.....	12	58	30
MISSOURI.....	12	61	27
NEBRASKA.....	12	56	32
ARIZONA.....	11	58	31
INDIANA.....	11	62	26
KANSAS.....	11	64	24
MARYLAND.....	11	67	22
WISCONSIN.....	11	61	28
ILLINOIS.....	9	57	33
ARKANSAS.....	8	60	32
NEW MEXICO.....	8	31	61
NORTH DAKOTA.....	8	50	42
TEXAS.....	8	49	44
NEW HAMPSHIRE.....	7	63	30
NEW JERSEY.....	7	58	35
OKLAHOMA.....	7	53	40
WEST VIRGINIA.....	7	50	44
ALASKA.....	6	29	66
LOUISIANA.....	6	41	53
RHODE ISLAND.....	6	66	28
UTAH.....	5	45	49
TENNESSEE.....	3	65	31

Figures may not add up to 100 because of rounding.

Table 39

TEACHER INVOLVEMENT IN SETTING SCHOOL GOALS

	Increased	No Change	Decreased
ALL TEACHERS	58%	31%	11%
MAINE	71	24	4
WASHINGTON	70	21	9
WYOMING	69	20	11
MISSISSIPPI	67	27	6
IOWA	66	28	6
SOUTH CAROLINA	66	28	6
VERMONT	66	25	9
WEST VIRGINIA	66	23	10
HAWAII	65	26	9
CALIFORNIA	64	24	12
ILLINOIS	63	30	7
OKLAHOMA	63	22	16
MINNESOTA	62	30	9
NORTH CAROLINA	62	32	6
RHODE ISLAND	62	30	7
KENTUCKY	61	32	7
MONTANA	61	28	11
NEBRASKA	61	32	7
KANSAS	60	33	7
MISSOURI	60	30	10
NEW MEXICO	60	26	14
OHIO	60	31	9
LOUISIANA	59	31	10
NORTH DAKOTA	59	31	10
UTAH	59	31	9
CONNECTICUT	58	32	10
IDAHO	58	33	10
MICHIGAN	58	30	12
OREGON	58	33	9
SOUTH DAKOTA	58	36	6
VIRGINIA	58	27	15
ARIZONA	57	32	12
COLORADO	57	30	12
DELAWARE	57	33	10
MARYLAND	57	31	12
PENNSYLVANIA	57	32	11
WISCONSIN	57	31	11
TEXAS	56	31	13
ALABAMA	54	37	9
GEORGIA	54	34	12
NEW HAMPSHIRE	54	38	8
TENNESSEE	54	34	12
ARKANSAS	53	40	6
NEVADA	53	36	11
NEW JERSEY	51	33	16
NEW YORK	51	37	12
FLORIDA	50	33	17
MASSACHUSETTS	48	40	13
INDIANA	47	42	11
ALASKA	46	41	13

Figures may not add up to 100 because of rounding.

Table 40

TEACHER INVOLVEMENT IN SELECTING TEXTBOOKS

	Increased	No Change	Decreased
ALL TEACHERS.....	53%	42%	5%
RHODE ISLAND.....	69	28	3
KENTUCKY.....	67	32	1
SOUTH DAKOTA.....	66	33	1
LOUISIANA.....	65	25	10
WEST VIRGINIA.....	64	34	2
GEORGIA.....	63	32	5
FLORIDA.....	62	32	7
NORTH CAROLINA.....	62	34	3
NEW MEXICO.....	60	37	3
NORTH DAKOTA.....	60	35	5
MAINE.....	59	39	2
MONTANA.....	59	36	4
OKLAHOMA.....	59	33	8
CALIFORNIA.....	58	35	8
HAWAII.....	57	41	2
NEW JERSEY.....	57	36	6
SOUTH CAROLINA.....	57	39	4
DELAWARE.....	56	39	6
PENNSYLVANIA.....	56	39	5
ILLINOIS.....	55	41	4
NEBRASKA.....	55	44	1
ALABAMA.....	54	39	7
MISSISSIPPI.....	54	40	5
MISSOURI.....	53	42	4
NEW HAMPSHIRE.....	53	43	4
WASHINGTON.....	53	41	6
WYOMING.....	53	44	4
IDAHO.....	52	43	4
IOWA.....	52	47	1
MICHIGAN.....	52	44	4
NEVADA.....	52	40	8
OHIO.....	52	43	5
TENNESSEE.....	52	43	5
VIRGINIA.....	52	43	5
WISCONSIN.....	52	42	6
MINNESOTA.....	51	45	4
OREGON.....	50	45	4
ARIZONA.....	49	48	3
MARYLAND.....	49	42	9
MASSACHUSETTS.....	49	47	4
VERMONT.....	49	50	1
COLORADO.....	48	44	7
CONNECTICUT.....	48	49	4
NEW YORK.....	48	48	4
ALASKA.....	47	47	6
KANSAS.....	47	50	3
ARKANSAS.....	46	52	2
TEXAS.....	41	52	6
UTAH.....	38	51	12
INDIANA.....	36	61	3

Figures may not add up to 100 because of rounding.

Table 41

TEACHER INVOLVEMENT IN SHAPING CURRICULUM

	Increased	No Change	Decreased
ALL TEACHERS.....	51%	39%	10%
RHODE ISLAND.....	72	24	3
MAINE.....	70	26	4
SOUTH DAKOTA.....	63	34	3
MISSISSIPPI.....	60	30	10
VERMONT.....	60	35	5
IOWA.....	59	36	5
NEBRASKA.....	59	35	6
WYOMING.....	59	36	5
CALIFORNIA.....	58	31	11
MON[illegible].....	58	33	9
NEW MEXICO.....	58	33	10
OHIO.....	58	36	7
PENNSYLVANIA.....	58	34	8
MINNESOTA.....	57	37	6
KENTUCKY.....	55	37	8
NEW HAMPSHIRE.....	55	40	5
NORTH DAKOTA.....	54	38	8
WEST VIRGINIA.....	54	34	12
WISCONSIN.....	54	39	6
GEORGIA.....	53	36	12
SOUTH CAROLINA.....	53	38	9
UTAH.....	53	34	13
ARIZONA.....	52	40	8
CONNECTICUT.....	52	42	6
HAWAII.....	52	41	7
MASSACHUSETTS.....	52	38	10
MICHIGAN.....	52	42	7
MISSOURI.....	52	36	12
OKLAHOMA.....	50	36	14
WASHINGTON.....	50	41	9
COLORADO.....	49	41	10
IDAHO.....	48	43	9
KANSAS.....	48	44	7
NORTH CAROLINA.....	48	43	9
OREGON.....	48	43	9
DELAWARE.....	47	43	10
ILLINOIS.....	47	41	11
NEVADA.....	47	41	12
NEW JERSEY.....	47	40	13
NEW YORK.....	47	43	10
ALABAMA.....	46	42	12
LOUISIANA.....	46	37	17
MARYLAND.....	46	44	10
TENNESSEE.....	46	43	11
VIRGINIA.....	46	45	9
ALASKA.....	45	43	12
FLORIDA.....	45	40	15
TEXAS.....	43	43	14
INDIANA.....	42	48	10
ARKANSAS.....	41	52	7

Figures may not add up to 100 because of rounding.

Table 42

SCHEDULING FLEXIBILITY

	Better	No Change	Worse
ALL TEACHERS.....	31%	39%	30%
LOUISIANA.....	49	31	20
OKLAHOMA.....	45	28	27
KENTUCKY.....	44	31	26
NORTH CAROLINA.....	44	31	25
MISSISSIPPI.....	42	34	24
ALABAMA.....	41	30	28
HAWAII.....	41	44	15
SOUTH CAROLINA.....	41	35	24
GEORGIA.....	39	27	34
NORTH DAKOTA.....	39	46	16
MAINE.....	37	45	17
NEBRASKA.....	37	39	25
SOUTH DAKOTA.....	37	41	21
TENNESSEE.....	37	38	25
UTAH.....	37	43	20
VIRGINIA.....	36	31	33
WYOMING.....	36	40	24
COLORADO.....	35	40	25
NEW MEXICO.....	35	32	33
ARIZONA.....	34	43	23
OHIO.....	34	39	27
WEST VIRGINIA.....	34	28	38
FLORIDA.....	33	34	33
MARYLAND.....	33	38	28
MONTANA.....	33	39	28
KANSAS.....	32	46	22
NEW HAMPSHIRE.....	32	46	22
VERMONT.....	32	44	24
ARKANSAS.....	31	44	25
IOWA.....	31	42	27
ALASKA.....	30	34	36
CALIFORNIA.....	30	41	29
MISSOURI.....	30	43	26
NEVADA.....	30	39	31
WISCONSIN.....	30	44	26
DELAWARE.....	29	42	29
ILLINOIS.....	29	49	22
IDAHO.....	28	45	28
NEW JERSEY.....	28	41	31
PENNSYLVANIA.....	27	47	26
RHODE ISLAND.....	27	45	28
INDIANA.....	26	44	30
MASSACHUSETTS.....	26	51	22
MINNESOTA.....	26	45	29
TEXAS.....	26	28	46
WASHINGTON.....	25	40	36
CONNECTICUT.....	24	48	28
MICHIGAN.....	24	48	28
NEW YORK.....	24	40	36
OREGON.....	24	50	27

Figures may not add up to 100 because of rounding.

Table 43

TEACHERS HAVE OWN CLASSROOM

	Better	No Change	Worse
ALL TEACHERS.....	29%	55%	16%
MISSISSIPPI.....	50	40	9
LOUISIANA.....	49	43	8
ALABAMA.....	45	42	13
KENTUCKY.....	43	46	11
SOUTH CAROLINA.....	43	41	16
GEORGIA.....	41	44	15
OKLAHOMA.....	41	45	14
WEST VIRGINIA.....	41	45	14
NEW MEXICO.....	39	53	9
TENNESSEE.....	37	51	13
DELAWARE.....	36	53	12
NORTH CAROLINA.....	36	46	18
ARKANSAS.....	35	55	10
ALASKA.....	34	53	13
WYOMING.....	34	58	7
FLORIDA.....	33	44	23
MARYLAND.....	32	55	13
NORTH DAKOTA.....	32	62	6
ARIZONA.....	31	60	9
SOUTH DAKOTA.....	31	59	10
TEXAS.....	31	57	12
COLORADO.....	30	56	13
HAWAII.....	29	50	21
INDIANA.....	29	55	16
IDAHO.....	28	57	15
NEVADA.....	27	53	19
RHODE ISLAND.....	27	54	20
CALIFORNIA.....	26	58	16
IOWA.....	26	58	16
OHIO.....	26	57	16
NEW JERSEY.....	25	53	22
NEW YORK.....	25	50	25
UTAH.....	25	63	12
VIRGINIA.....	25	57	19
MISSOURI.....	24	59	16
CONNECTICUT.....	23	60	16
ILLINOIS.....	23	66	12
MASSACHUSETTS.....	23	58	19
PENNSYLVANIA.....	23	57	20
VERMONT.....	23	66	11
MAINE.....	22	67	11
MICHIGAN.....	22	65	14
NEBRASKA.....	22	65	13
WISCONSIN.....	22	59	18
KANSAS.....	21	67	12
MONTANA.....	20	68	11
WASHINGTON.....	20	61	18
MINNESOTA.....	19	65	16
OREGON.....	16	70	13
NEW HAMPSHIRE.....	15	67	18

Figures may not add up to 100 because of rounding.

Table 44

LOUNGE SPACE FOR TEACHERS

	Better	No Change	Worse
ALL TEACHERS.....	24%	56%	20%
SOUTH CAROLINA.....	33	49	18
FLORIDA.....	32	45	22
LOUISIANA.....	32	52	15
ARIZONA.....	31	50	19
NEW YORK.....	30	48	22
KENTUCKY.....	28	53	19
MISSISSIPPI.....	28	52	20
NEVADA.....	28	50	22
DELAWARE.....	26	52	22
SOUTH DAKOTA.....	26	56	19
WEST VIRGINIA.....	26	48	26
MONTANA.....	25	58	17
NEW JERSEY.....	25	48	28
TENNESSEE.....	25	58	17
TEXAS.....	25	58	17
NEW MEXICO.....	24	54	22
OHIO.....	24	57	19
VIRGINIA.....	24	56	20
INDIANA.....	23	56	20
IOWA.....	23	58	19
MAINE.....	23	59	18
MARYLAND.....	23	59	18
NORTH DAKOTA.....	23	58	19
OKLAHOMA.....	23	55	21
WASHINGTON.....	23	54	22
ALABAMA.....	22	60	18
GEORGIA.....	22	58	20
ILLINOIS.....	22	57	21
KANSAS.....	22	59	18
MINNESOTA.....	22	61	17
NEBRASKA.....	22	63	15
NORTH CAROLINA.....	22	61	17
ALASKA.....	21	63	16
COLORADO.....	21	63	16
HAWAII.....	21	56	23
IDAHO.....	21	62	17
MASSACHUSETTS.....	21	57	21
MISSOURI.....	21	59	20
WYOMING.....	20	59	20
CONNECTICUT.....	19	55	26
NEW HAMPSHIRE.....	19	61	20
OREGON.....	19	67	14
VERMONT.....	19	56	24
WISCONSIN.....	19	61	20
ARKANSAS.....	18	70	12
CALIFORNIA.....	18	55	27
MICHIGAN.....	18	60	21
UTAH.....	17	70	13
PENNSYLVANIA.....	15	66	18
RHODE ISLAND.....	14	62	24

Figures may not add up to 100 because of rounding.

Table 45

FREEDOM FROM NON-TEACHING DUTIES

	Better	No Change	Worse
ALL TEACHERS.....	21%	48%	31%
NEW MEXICO.....	62	18	19
KENTUCKY.....	61	25	15
TENNESSEE.....	47	24	28
TEXAS.....	45	33	22
FLORIDA.....	34	38	29
ARIZONA.....	28	42	31
WASHINGTON.....	28	50	22
RHODE ISLAND.....	26	55	18
ARKANSAS.....	25	34	42
WEST VIRGINIA.....	25	41	34
ALASKA.....	24	48	28
NEVADA.....	24	49	27
IDAHO.....	22	47	31
INDIANA.....	22	49	29
KANSAS.....	22	57	21
NORTH CAROLINA.....	22	39	39
VERMONT.....	22	52	27
CONNECTICUT.....	20	52	28
MICHIGAN.....	20	64	16
OREGON.....	20	49	31
CALIFORNIA.....	19	50	31
HAWAII.....	19	62	19
MINNESOTA.....	19	56	25
MONTANA.....	19	55	26
NEBRASKA.....	19	50	31
MARYLAND.....	18	49	34
NORTH DAKOTA.....	18	52	30
SOUTH DAKOTA.....	18	51	31
VIRGINIA.....	18	44	38
SOUTH CAROLINA.....	16	41	43
UTAH.....	16	57	27
WYOMING.....	16	49	35
COLORADO.....	15	47	37
ILLINOIS.....	15	54	31
MISSOURI.....	15	51	34
NEW HAMPSHIRE.....	15	52	32
NEW JERSEY.....	15	47	38
NEW YORK.....	15	60	25
OHIO.....	15	49	36
ALABAMA.....	14	49	37
DELAWARE.....	14	46	40
WISCONSIN.....	14	51	35
GEORGIA.....	13	46	41
IOWA.....	13	51	35
MASSACHUSETTS.....	12	58	29
PENNSYLVANIA.....	12	55	33
MAINE.....	10	59	31
MISSISSIPPI.....	9	52	39
LOUISIANA.....	8	52	40
OKLAHOMA.....	4	51	44

Figures may not add up to 100 because of rounding.

Table 46

TYPICAL CLASS SIZE

	Better	No Change	Worse
ALL TEACHERS.....	21%	42%	37%
UTAH.....	7	20	72
ALASKA.....	9	30	60
CALIFORNIA.....	11	34	56
FLORIDA.....	14	36	50
OREGON.....	7	44	49
NEVADA.....	13	39	48
OKLAHOMA.....	15	37	48
MINNESOTA.....	10	43	46
MONTANA.....	9	45	46
ALABAMA.....	18	38	44
IDAHO.....	12	43	44
COLORADO.....	15	42	43
NEW HAMPSHIRE.....	21	37	43
PENNSYLVANIA.....	16	42	42
ARIZONA.....	13	46	41
NORTH DAKOTA.....	19	40	41
WASHINGTON.....	21	39	41
MARYLAND.....	18	42	40
VIRGINIA.....	19	41	40
WISCONSIN.....	17	43	40
ILLINOIS.....	12	49	39
IOWA.....	13	47	39
LOUISIANA.....	14	47	39
WYOMING.....	13	48	39
NEW JERSEY.....	20	42	38
GEORGIA.....	30	34	37
SOUTH CAROLINA.....	27	35	37
NEW MEXICO.....	23	41	36
OHIO.....	19	45	36
SOUTH DAKOTA.....	13	51	36
MISSISSIPPI.....	18	47	35
KANSAS.....	10	56	34
DELAWARE.....	22	45	33
WEST VIRGINIA.....	33	34	33
MISSOURI.....	16	52	32
NEBRASKA.....	20	48	32
TENNESSEE.....	20	47	32
VERMONT.....	13	55	32
INDIANA.....	37	32	31
RHODE ISLAND.....	25	44	31
MICHIGAN.....	18	53	30
CONNECTICUT.....	26	45	29
MAINE.....	24	48	29
HAWAII.....	20	52	28
NEW YORK.....	20	53	27
TEXAS.....	36	38	27
ARKANSAS.....	41	34	25
NORTH CAROLINA.....	40	36	24
MASSACHUSETTS.....	29	49	23
KENTUCKY.....	59	18	22

Figures may not add up to 100 because of rounding.

Table 47

TIME TO MEET WITH OTHER TEACHERS

	Better	No Change	Worse
ALL TEACHERS.....	20%	49%	31%
MISSISSIPPI.....	36	35	29
SOUTH CAROLINA.....	30	39	31
LOUISIANA.....	26	38	37
TENNESSEE.....	26	46	28
NORTH DAKOTA.....	25	54	21
VERMONT.....	25	50	25
KENTUCKY.....	24	48	28
WYOMING.....	24	43	33
ALABAMA.....	23	44	33
HAWAII.....	23	57	19
MAINE.....	23	55	22
COLORADO.....	22	46	32
DELAWARE.....	22	48	30
GEORGIA.....	22	46	32
IOWA.....	22	45	33
NEVADA.....	22	53	26
UTAH.....	22	55	23
CALIFORNIA.....	21	48	31
MARYLAND.....	21	52	27
MONTANA.....	21	52	26
NEBRASKA.....	21	52	27
NEW YORK.....	21	53	26
NORTH CAROLINA.....	21	45	35
OREGON.....	21	47	32
RHODE ISLAND.....	21	52	28
FLORIDA.....	20	50	30
MINNESOTA.....	20	50	30
ARIZONA.....	19	45	35
CONNECTICUT.....	19	53	28
IDAHO.....	19	54	27
NEW MEXICO.....	19	41	40
PENNSYLVANIA.....	19	51	30
SOUTH DAKOTA.....	19	48	33
TEXAS.....	19	42	39
MASSACHUSETTS.....	18	54	28
MISSOURI.....	18	51	31
NEW JERSEY.....	18	46	36
OKLAHOMA.....	18	47	35
WISCONSIN.....	18	52	30
ILLINOIS.....	17	52	32
INDIANA.....	17	50	33
WASHINGTON.....	17	56	27
NEW HAMPSHIRE.....	16	49	35
VIRGINIA.....	16	47	37
WEST VIRGINIA.....	16	46	38
ALASKA.....	15	50	35
ARKANSAS.....	14	50	36
KANSAS.....	14	64	21
OHIO.....	14	53	33
MICHIGAN.....	12	58	30

Figures may not add up to 100 because of rounding.

Table 48

DAILY PREPARATION TIME

	Better	No Change	Worse
ALL TEACHERS.....	16%	57%	27%
NEVADA.....	37	46	17
ALABAMA.....	28	47	25
TENNESSEE.....	26	49	25
WEST VIRGINIA.....	26	50	23
NORTH CAROLINA.....	25	45	30
KENTUCKY.....	24	55	22
MISSISSIPPI.....	22	45	32
LOUISIANA.....	21	45	34
NEBRASKA.....	21	54	25
SOUTH CAROLINA.....	21	45	33
FLORIDA.....	20	49	32
IDAHO.....	20	54	27
RHODE ISLAND.....	20	67	13
TEXAS.....	20	54	27
VERMONT.....	20	62	18
GEORGIA.....	19	42	39
WASHINGTON.....	19	60	21
ARKANSAS.....	18	52	30
NEW YORK.....	17	66	17
ALASKA.....	16	54	31
CONNECTICUT.....	16	61	23
DELAWARE.....	16	63	21
OHIO.....	16	57	27
VIRGINIA.....	16	53	31
ARIZONA.....	15	54	31
MICHIGAN.....	15	66	19
MINNESOTA.....	15	62	23
UTAH.....	15	55	31
COLORADO.....	14	62	25
INDIANA.....	14	62	25
KANSAS.....	14	67	19
MARYLAND.....	14	62	24
MISSOURI.....	14	61	25
SOUTH DAKOTA.....	14	52	34
MASSACHUSETTS.....	13	71	16
NORTH DAKOTA.....	13	61	26
CALIFORNIA.....	12	53	35
IOWA.....	12	54	34
MAINE.....	12	65	23
MONTANA.....	12	60	29
NEW HAMPSHIRE.....	12	64	24
NEW JERSEY.....	12	62	25
NEW MEXICO.....	12	50	38
OREGON.....	12	56	32
WISCONSIN.....	12	56	32
HAWAII.....	11	75	14
ILLINOIS.....	11	62	26
WYOMING.....	11	54	35
OKLAHOMA.....	10	51	38
PENNSYLVANIA.....	8	70	22

Figures may not add up to 100 because of rounding.

Table 49

DAILY TEACHING LOAD

	Better	No Change	Worse
ALL TEACHERS.....	15%	53%	32%
NORTH CAROLINA.....	32	41	27
KENTUCKY.....	28	52	20
SOUTH CAROLINA.....	28	43	29
WEST VIRGINIA.....	25	44	31
GEORGIA.....	24	43	33
MISSISSIPPI.....	24	48	28
NEW MEXICO.....	24	35	41
TEXAS.....	24	47	29
ALABAMA.....	23	43	34
FLORIDA.....	20	42	38
RHODE ISLAND.....	20	60	20
HAWAII.....	19	61	20
VIRGINIA.....	18	48	34
INDIANA.....	17	52	31
LOUISIANA.....	17	49	33
TENNESSEE.....	17	53	29
ARKANSAS.....	16	43	41
DELAWARE.....	16	49	34
NEVADA.....	16	54	30
WASHINGTON.....	16	48	36
ARIZONA.....	15	51	34
NEBRASKA.....	15	56	30
IDAHO.....	14	49	37
MICHIGAN.....	14	60	26
MONTANA.....	14	54	32
VERMONT.....	14	62	24
COLORADO.....	13	55	32
MARYLAND.....	13	56	31
MISSOURI.....	13	55	32
MASSACHUSETTS.....	12	66	21
OHIO.....	12	53	35
OKLAHOMA.....	12	38	51
ALASKA.....	11	40	49
CONNECTICUT.....	11	63	26
KANSAS.....	11	63	25
MAINE.....	11	68	22
NEW JERSEY.....	11	60	29
NEW YORK.....	11	65	24
OREGON.....	11	52	38
SOUTH DAKOTA.....	11	60	29
WISCONSIN.....	11	55	35
IOWA.....	10	50	40
PENNSYLVANIA.....	10	59	31
CALIFORNIA.....	9	51	40
MINNESOTA.....	9	56	35
NEW HAMPSHIRE.....	9	63	28
NORTH DAKOTA.....	9	57	34
ILLINOIS.....	8	63	29
WYOMING.....	8	51	40
UTAH.....	6	34	60

Figures may not add up to 100 because of rounding.

Table 50

STUDY SPACE FOR TEACHERS

	Better	No Change	Worse
ALL TEACHERS.....	11%	64%	25%
SOUTH CAROLINA.....	15	60	25
ALABAMA.....	14	63	23
FLORIDA.....	14	54	32
KENTUCKY.....	14	63	23
LOUISIANA.....	14	63	24
NEVADA.....	14	63	22
NORTH CAROLINA.....	14	60	26
ARIZONA.....	13	68	19
GEORGIA.....	13	62	25
MARYLAND.....	13	64	23
MASSACHUSETTS.....	13	64	24
MISSISSIPPI.....	13	61	26
TEXAS.....	13	67	20
DELAWARE.....	12	61	27
WEST VIRGINIA.....	12	58	31
WYOMING.....	12	66	21
INDIANA.....	11	68	22
IOWA.....	11	65	24
MINNESOTA.....	11	65	24
NEW YORK.....	11	64	25
PENNSYLVANIA.....	11	66	23
HAWAII.....	10	63	27
MONTANA.....	10	68	22
NEBRASKA.....	10	69	20
NORTH DAKOTA.....	10	63	27
OHIO.....	10	65	25
OKLAHOMA.....	10	61	29
SOUTH DAKOTA.....	10	65	24
VIRGINIA.....	10	64	26
ALASKA.....	9	71	20
COLORADO.....	9	68	23
IDAHO.....	9	70	21
KANSAS.....	9	70	20
MICHIGAN.....	9	67	24
MISSOURI.....	9	67	25
TENNESSEE.....	9	69	22
UTAH.....	9	72	19
VERMONT.....	9	68	23
WISCONSIN.....	9	63	28
ILLINOIS.....	8	69	24
MAINE.....	8	68	24
OREGON.....	8	73	19
RHODE ISLAND.....	8	58	34
WASHINGTON.....	8	63	29
CALIFORNIA.....	7	60	33
NEW HAMPSHIRE.....	7	64	29
NEW JERSEY.....	7	59	33
NEW MEXICO.....	7	63	30
ARKANSAS.....	6	73	22
CONNECTICUT.....	6	60	34

Figures may not add up to 100 because of rounding.

Table 51

TEACHER MORALE

	Better	No Change	Worse
ALL TEACHERS.....	23%	28%	49%
SOUTH CAROLINA.....	40	17	43
HAWAII.....	38	31	31
VERMONT.....	35	31	34
KENTUCKY.....	32	30	38
ARIZONA.....	31	32	37
DELAWARE.....	31	24	44
NEBRASKA.....	31	32	38
NEVADA.....	31	32	37
RHODE ISLAND.....	31	31	38
MAINE.....	30	42	28
CALIFORNIA.....	28	30	42
CONNECTICUT.....	28	34	38
MISSISSIPPI.....	28	15	57
OREGON.....	28	28	44
IDAHO.....	27	29	43
IOWA.....	27	30	43
NEW HAMPSHIRE.....	27	38	36
NEW YORK.....	27	34	40
MICHIGAN.....	26	35	38
GEORGIA.....	25	25	51
INDIANA.....	25	32	43
LOUISIANA.....	25	15	60
SOUTH DAKOTA.....	25	39	36
MASSACHUSETTS.....	24	34	42
MISSOURI.....	24	31	45
VIRGINIA.....	24	24	52
ALABAMA.....	23	20	56
MINNESOTA.....	23	39	38
MONTANA.....	23	20	57
OHIO.....	23	29	48
WYOMING.....	23	24	53
COLORADO.....	21	32	47
ILLINOIS.....	21	32	48
MARYLAND.....	21	30	49
WISCONSIN.....	21	33	46
FLORIDA.....	20	31	49
PENNSYLVANIA.....	20	30	50
KANSAS.....	19	39	42
NORTH DAKOTA.....	19	32	49
WASHINGTON.....	19	36	44
NORTH CAROLINA.....	18	20	62
ALASKA.....	17	25	58
NEW JERSEY.....	17	31	52
NEW MEXICO.....	17	21	62
TENNESSEE.....	17	18	65
TEXAS.....	16	26	58
WEST VIRGINIA.....	16	25	59
OKLAHOMA.....	13	26	61
UTAH.....	13	25	62
ARKANSAS.....	10	20	70

Figures may not add up to 100 because of rounding.

Table 52

PARTNERSHIPS WITH BUSINESS AND INDUSTRY

	Better	No Change	Worse
ALL TEACHERS.....	45%	48%	7%
SOUTH CAROLINA.....	80	18	2
FLORIDA.....	68	27	5
HAWAII.....	65	32	3
WEST VIRGINIA.....	65	31	4
TENNESSEE.....	64	28	7
ALABAMA.....	63	31	7
MISSISSIPPI.....	62	30	7
GEORGIA.....	61	34	5
KENTUCKY.....	61	34	5
NORTH CAROLINA.....	59	34	7
LOUISIANA.....	58	29	13
MARYLAND.....	55	40	5
NEVADA.....	52	41	7
DELAWARE.....	51	41	7
NEBRASKA.....	50	45	5
VIRGINIA.....	49	44	7
CONNECTICUT.....	46	48	5
WISCONSIN.....	46	47	6
COLORADO.....	45	47	8
IOWA.....	45	47	8
OHIO.....	45	49	6
CALIFORNIA.....	44	44	11
MISSOURI.....	44	48	8
OREGON.....	43	52	5
RHODE ISLAND.....	43	52	4
TEXAS.....	43	50	7
IDAHO.....	42	53	5
INDIANA.....	41	53	6
NEW MEXICO.....	41	47	12
WASHINGTON.....	41	52	7
ARIZONA.....	39	55	5
ARKANSAS.....	39	57	4
PENNSYLVANIA.....	37	54	9
KANSAS.....	36	59	6
MASSACHUSETTS.....	36	57	7
OKLAHOMA.....	36	50	14
NORTH DAKOTA.....	35	59	6
MINNESOTA.....	34	59	6
UTAH.....	33	58	9
ILLINOIS.....	32	63	5
MICHIGAN.....	31	61	7
NEW YORK.....	31	66	3
WYOMING.....	31	63	7
NEW HAMPSHIRE.....	30	62	8
SOUTH DAKOTA.....	30	69	1
MONTANA.....	28	62	10
NEW JERSEY.....	28	61	11
VERMONT.....	28	67	5
ALASKA.....	26	60	13
OHIO.....	26	71	3

Figures may not add up to 100 because of rounding.

Table 53

PARENTAL INVOLVEMENT

	Better	No Change	Worse
ALL TEACHERS.....	41%	40%	19%
SOUTH CAROLINA.....	65	24	11
IOWA.....	54	34	12
MINNESOTA.....	53	38	9
LOUISIANA.....	52	29	20
VIRGINIA.....	52	35	14
KENTUCKY.....	50	32	18
MAINE.....	50	44	6
NORTH DAKOTA.....	50	35	14
HAWAII.....	49	37	14
NEBRASKA.....	49	41	10
SOUTH DAKOTA.....	49	43	8
WEST VIRGINIA.....	48	33	19
ARKANSAS.....	47	40	12
NEW HAMPSHIRE.....	47	41	12
GEORGIA.....	45	35	19
MISSOURI.....	45	40	15
VERMONT.....	45	48	7
COLORADO.....	44	42	14
DELAWARE.....	44	41	15
IDAHO.....	44	42	15
MASSACHUSETTS.....	44	45	11
MISSISSIPPI.....	44	39	17
MONTANA.....	44	41	15
RHODE ISLAND.....	44	40	16
WYOMING.....	44	43	13
ALASKA.....	43	38	19
KANSAS.....	43	42	15
WISCONSIN.....	43	39	18
NEW MEXICO.....	42	39	19
NORTH CAROLINA.....	42	38	20
OKLAHOMA.....	42	41	16
UTAH.....	42	45	12
ARIZONA.....	41	42	17
FLORIDA.....	41	36	23
MARYLAND.....	41	39	19
TENNESSEE.....	41	37	22
MICHIGAN.....	40	40	20
INDIANA.....	39	39	21
WASHINGTON.....	39	40	21
ALABAMA.....	38	36	26
NEW JERSEY.....	38	39	23
PENNSYLVANIA.....	38	44	19
TEXAS.....	38	36	26
OHIO.....	37	47	16
OREGON.....	37	47	16
ILLINOIS.....	36	45	19
CALIFORNIA.....	35	38	27
NEVADA.....	35	43	22
CONNECTICUT.....	34	48	18
NEW YORK.....	33	51	15

Figures may not add up to 100 because of rounding.

Table 54

PARENTAL SUPPORT FOR TEACHERS

	Better	No Change	Worse
ALL TEACHERS.....	26%	49%	25%
SOUTH CAROLINA.....	44	37	19
DELAWARE.....	41	45	14
MAINE.....	38	51	12
NEW HAMPSHIRE.....	38	45	17
HAWAII.....	37	46	18
LOUISIANA.....	37	31	32
VIRGINIA.....	32	45	23
VERMONT.....	31	57	13
WASHINGTON.....	31	50	20
ARIZONA.....	30	56	14
COLORADO.....	30	48	22
IOWA.....	30	51	19
MISSISSIPPI.....	30	47	24
NEBRASKA.....	30	52	18
WYOMING.....	30	53	17
IDAHO.....	29	50	21
MASSACHUSETTS.....	29	51	20
MISSOURI.....	29	48	23
NORTH CAROLINA.....	28	43	28
NORTH DAKOTA.....	28	53	18
OREGON.....	28	48	24
RHODE ISLAND.....	28	53	19
WISCONSIN.....	28	53	19
CALIFORNIA.....	27	49	24
CONNECTICUT.....	27	53	19
FLORIDA.....	27	44	29
MARYLAND.....	27	51	22
MINNESOTA.....	27	56	17
NEVADA.....	27	47	26
SOUTH DAKOTA.....	27	52	21
ALABAMA.....	26	37	36
GEORGIA.....	26	48	25
MICHIGAN.....	26	53	21
OKLAHOMA.....	26	44	30
KENTUCKY.....	25	48	27
TENNESSEE.....	25	41	34
WEST VIRGINIA.....	25	39	36
ARKANSAS.....	24	40	36
TEXAS.....	24	42	34
ILLINOIS.....	23	50	27
PENNSYLVANIA.....	23	51	26
KANSAS.....	22	56	22
NEW YORK.....	22	59	19
OHIO.....	22	49	28
ALASKA.....	21	44	35
MONTANA.....	21	52	27
NEW JERSEY.....	21	51	29
NEW MEXICO.....	21	49	30
INDIANA.....	20	54	26
UTAH.....	20	49	31

Figures may not add up to 100 because of rounding.

Table 55

COMMUNITY RESPECT FOR TEACHERS

	Better	No Change	Worse
ALL TEACHERS.....	25%	48%	27%
DELAWARE.....	41	40	19
SOUTH CAROLINA.....	41	43	16
HAWAII.....	35	48	18
NEW HAMPSHIRE.....	35	46	19
CONNECTICUT.....	33	50	17
MAINE.....	33	54	13
ARIZONA.....	32	51	17
LOUISIANA.....	32	28	39
MISSISSIPPI.....	32	43	25
RHODE ISLAND.....	31	41	28
GEORGIA.....	30	48	23
MARYLAND.....	30	46	24
NORTH CAROLINA.....	30	46	25
VIRGINIA.....	29	45	26
IOWA.....	28	52	20
WASHINGTON.....	28	50	22
FLORIDA.....	27	46	27
NEBRASKA.....	27	55	19
VERMONT.....	27	54	19
WYOMING.....	27	52	21
ARKANSAS.....	26	35	39
CALIFORNIA.....	26	44	30
KENTUCKY.....	26	45	29
MICHIGAN.....	26	52	22
NEVADA.....	26	48	26
OKLAHOMA.....	26	44	30
SOUTH DAKOTA.....	26	51	24
INDIANA.....	25	48	27
NEW YORK.....	25	55	21
COLORADO.....	24	49	27
IDAHO.....	24	48	28
KANSAS.....	24	53	23
NEW JERSEY.....	24	45	32
OHIO.....	24	47	29
ALABAMA.....	23	35	41
MISSOURI.....	23	53	24
ILLINOIS.....	22	52	27
MASSACHUSETTS.....	22	50	28
MINNESOTA.....	21	59	20
PENNSYLVANIA.....	21	47	31
NEW MEXICO.....	20	44	36
TENNESSEE.....	20	45	35
TEXAS.....	20	47	34
ALASKA.....	18	38	44
MONTANA.....	17	46	37
OREGON.....	16	48	35
WEST VIRGINIA.....	16	43	41
WISCONSIN.....	16	54	30
NORTH DAKOTA.....	13	50	38
UTAH.....	11	41	47

Figures may not add up to 100 because of rounding.

TECHNICAL NOTES

The data in this report were collected by a mailed questionnaire administered by the Wirthlin Group of McLean, Virginia. The survey instrument was mailed to 40,000 teachers in all fifty states on November 20, 1987; a follow-up mailing was sent to the same teachers on December 2. A total of 13,576 teachers returned questionnaires by January 22, 1988, for an overall completion rate of 33.9 percent.

The results of any sample survey are subject to sampling variations. The magnitude of the variations is measurable, and it is affected by a number of factors, including the number of completed questionnaires.

While the maximum sampling error for this survey is less than plus or minus 1 percent—.84 percent, to be exact—the actual error for any given question depends on the number of teachers who answered that question. In general, more than 95 percent of the teachers who returned the questionnaire answered each question.

A stratified random-sample design was used for this study. Teachers' names were drawn from alphabetized lists of public school teachers in each state. Market Data Retrieval of Shelton, Connecticut maintains the lists, which include the names of about 75 percent of all public school teachers in the United States.

Every nth name was drawn from the lists, where "n" was determined to achieve a total sample size of 800 teachers for each state. Because the alphabetical order of names was not expected to have any relationship with the substance of their responses, the total sample size is comprised of simple random samples from each state.

Using a fixed sample size from each state does not allow for differences between states in terms of the total population of teachers. A weighting scheme was developed so that the survey response would represent the relative numbers of teachers, both at the elementary and secondary levels, in the fifty states.

The data collected by this survey will be available for public use in 1989.

Additional copies of this report are available from:
The Carnegie Foundation, 5 Ivy Lane, Princeton, New Jersey 08540
Phone: (609) 452-1780